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ABSTRACT

The handbook is intended for school and community programs helping learning disabled young adults make the transition from school to work. The first chapter describes development of the Transition Project by York County (Maine) and project components including referral, assessment, membership on the Transitional Pupil Evaluation Team, the Individual Transition Plan, and tracking. The second chapter examines the roles of the learning disabled young adult, the parents, the school, and the transition specialist. Options for the young adult are considered next, in the third chapter, and include continuing education, non-traditional educational programs, college and university programs, vocational technical institutes, and apprenticeships. The fourth chapter considers options in the world of work including part-time work and work study, employment services, and choosing the right job. Aspects of independent living and independent living programs are considered next. The following chapter provides information on sources of help including financial assistance (social security, Medicaid and Medicare, Aid to Families with Dependent Children, food stamps, and veterans' assistance); support organizations; networks and agencies (including parent organizations, legal assistance, state agencies, and professional assistance). Sources of further information are provided throughout the handbook. Appended are a learning disabilities assessment summary form, a functional assessment profile, and an individual transition plan form. (DB)

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Partners in the Process

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A Handbook on Transition for School and Community Programs Serving Learning Disabled Young Adults

York County Transition Project
Human Services Development Institute
Center for Research and Advanced Study
University of Southern Maine

Partners in the Process

A Handbook on Transition for School and Community Programs Serving Learning Disabled Young Adults

The York County Transition Project
Human Services Development Institute
Center for Research and Advanced Study
University of Southern Maine
Portland, Maine

July 1987

Partners in the Process

A Handbook on Transition for School and Community Programs Serving Learning Disabled Young Adults

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Contents

Introduction 1

Part 1
The Transition Process Model 3

Part 2
Making the Transition 15

Part 3
Reaching Adulthood 37

Part 4
The World of Work 61

Part 5
Independent Living 77

Part 6
Getting Help 89

Appendices 117

Introduction

The decision of what to do after high school is difficult for anyone. For those with learning disabilities, the choices may be even tougher. Although they often face many obstacles, people with learning disabilities can take advantage of a full range of opportunities, including college, skilled and technical training, independent living, and work.

With their parents and families as their guides, and with the support of the schools and others, learning disabled young adults can successfully travel the road from the classroom to the workplace. This journey — the process of transition — requires long and careful planning, the full use of available resources, and a strong commitment to growth, independence, and productivity.

Learning disabled people who seek independence often find housing, transportation, and employment aren't geared to their special needs, and that misunderstanding and misconceptions about their talents, limitations and potential are common. Increasingly, however, opportunities for those with learning disabilities are expanding, and attitudes are changing.

Part 1

The Transition Process Model

The success of the transition process depends greatly on supervision, integration and coordination by a team of professionals. The York County Transition Project, a model program, developed procedures which professionals may follow to oversee the transition of specific learning disabled (SLD) young adults.

The York County Transition Project's successful transition planning model brings together learning disabled young adults, their families, schools and community agencies to collaborate on the development of a transition plan. The model sets transition planning as an extension of, rather than a replacement for, Special Education.

At the center of the project's model is the Transition Pupil Evaluation Team, or T-PET, which links the school system and the community for transition planning.

The project's model has won the endorsement of the Maine Department of Educational and Cultural Services, the Maine Bureau of Rehabilitation, and other state and private social service organizations.

In developing its transitional model, the York County Transition Project identified the educational, vocational, employment, and independent living choices open to learning disabled young adults in Maine and New England. Many of these alternatives are described in the remainder of this handbook. The Project found that the availability and

the applicability of these alternatives differs for each SLD young adult. The challenge facing those responsible for each transition plan is to find the right combination of alternatives for the individual learning disabled young adult and his or her family.

Innovation of the York County Transition Project's model involved four major partners: Special Education, Guidance, Vocational Education, and Vocational Rehabilitation. This team approach to transition planning comes under the scope of the state interagency Cooperative Agreement, signed by the four partners as a commitment to the coordinated planning and delivery of services for all disabled students within their local school districts.

Transition planning is a new concept. Many of those who work directly with learning disabled young adults and potential service providers traditionally have had little or no information about transition, its benefits or potential. However, these school districts and communities have educational programs and planning services in place which they can build on or tailor for the transition of learning disabled young adults. The York County Transition Project shows that effective transition often simply means better utilization and integration of these current services.

The initiation of transition planning within a community and its school district may require inservice training for school and agency professionals. The York County Transition Project found that inservice training activities may be necessary to prepare teachers, trainers, counselors, administrators, social workers, parents and employers.

The concept of transition planning may also be incorporated into many facets of a school's or agency's operations. Schools, for example, may invite their community's employers to conferences or open houses to observe their programs. Social service organizations may foster peer support groups for young adults in transition.

For educational and social service professionals, transition planning sometimes requires the development of new skills. More often, it cultivates existing skills such as problem-solving, analysis, research and counseling.

The York County Transition Project shows that the benefits of transition planning extend to all those who participate. Professionals involved in the transition process learn the diversity of resources within their own school or agency, as well as in their community and region. They become part of a multi-disciplinary network, learn the depth and breadth of community-based services, and find out how to refer SLD students to those programs.

The program found, for example, that in a school system a vocational education teacher may become better aware of the work of the guidance staff. A resource room coordinator may become familiar with summer job training programs for teenagers. In a community agency, a vocational counselor may be introduced to parent support groups, or a social worker may see how a vocational education teacher trains a student for a specific job.

The transition process may require some revision or modification of secondary level curricula. Programs in schools, as well as agencies, may be altered to more accurately reflect employer expectations. Diligent monitoring of each student's

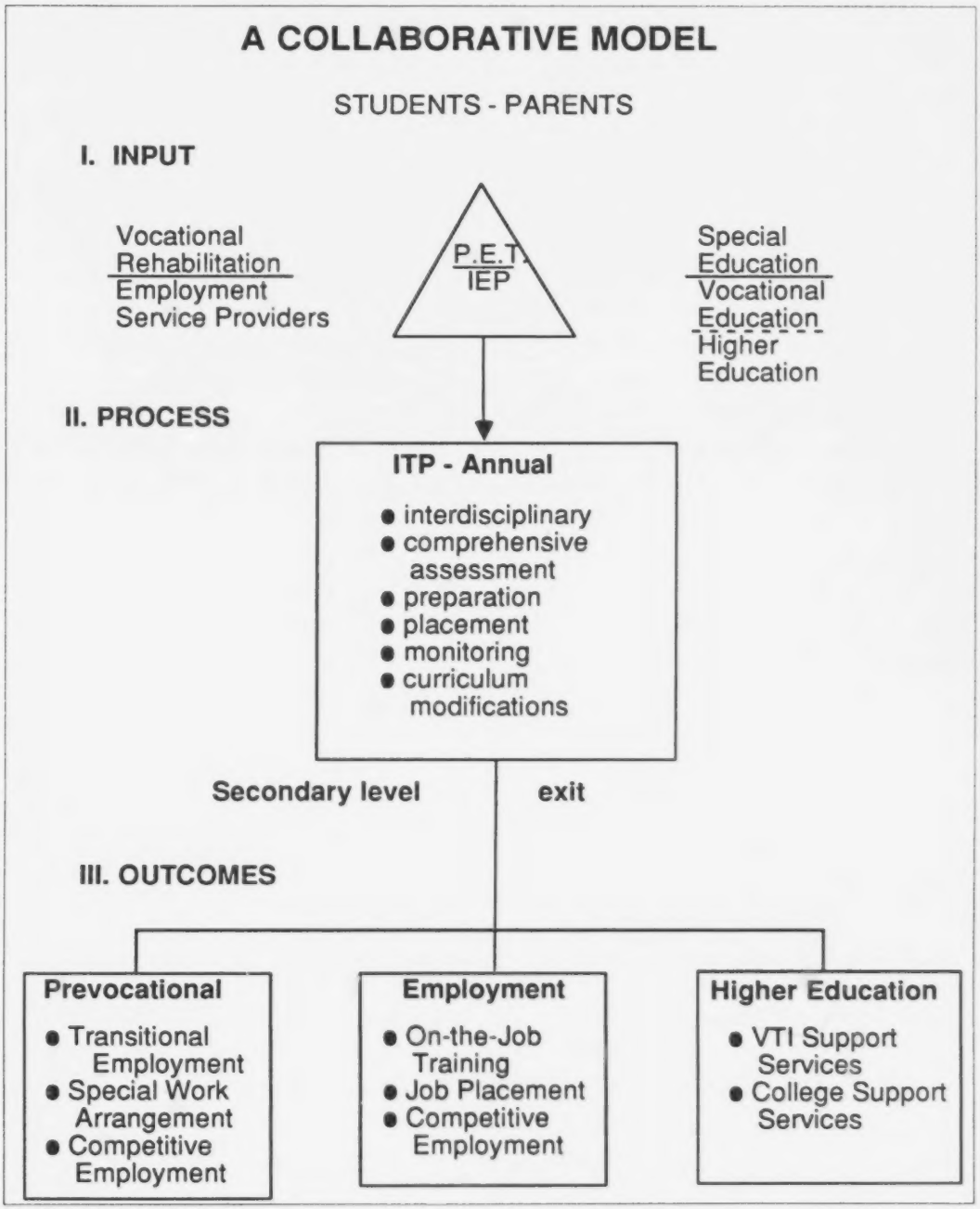
transition plan often detects any need for changes and points out how the school is capitalizing on its strengths and reducing its limitations.

The cost for transition planning can be minimal. For most schools or agencies which are relying on existing resources, additional expenses include staff time, inservice training, and material development. Independent testing and evaluations may be added costs.

Transition planning is not a one-time process; it is ongoing. A transition plan should continually evolve as the needs and goals of the learning disabled young adult change.

Throughout the transition process, there are opportunities for active participation by the learning disabled young adult and the family. Consumers have a primary role in transition planning, and professionals should encourage SLD young adults and their families to actively participate.

In its model, the York County Transition Project identified these major steps in transition planning and development of an interdisciplinary approach:


A COLLABORATIVE MODEL
STUDENTS - PARENTS
I. INPUT
Vocational Rehabilitation Employment Service Providers
P.E.T. IEP
Special Education Vocational Education Higher Education
II. PROCESS
ITP - Annual
• interdisciplinary
• comprehensive assessment
• preparation
• placement
• monitoring
• curriculum modifications
Secondary level
exit
III. OUTCOMES
Prevocational
• Transitional Employment
• Special Work Arrangement
• Competitive Employment
Employment
• On-the-Job Training
• Job Placement
• Competitive Employment
Higher Education
• VTI Support Services
• College Support Services

Referral

At the annual Special Education review, by the end of the freshman year, members of the Pupil Evaluation Team, PET, should initiate transition planning for all learning disabled students, including those who have been mainstreamed and are being monitored by the Special Education staff. A representative from Vocational Education, if not already part of the PET, should participate in this annual review.

The PET should determine how the student would benefit from transition planning. The PET should establish the student's current needs and decide what support will be necessary for a successful transition. The PET should set a date for a meeting of a Transitional Pupil Evaluation Team, or T-PET.

Assessment

Prior to the first T-PET meeting, the PET should conduct a Comprehensive Assessment Summary to confirm the diagnosis of a specific learning disability and verify the student's eligibility for transition planning. This summary, prepared as the Learning Disabilities Assessment Summary (Appendix 1) by the York County Transition Project, should record relevant information on the SLD student.

The York County Transition Project designated a Transition Resource Coordinator to document records, arrange meetings, and serve as a liaison between the school and the community. A Special Education teacher could also assume this role.

When necessary, the PET should order cognitive and academic assessment conducted by the Special Education staff and other appropriate professionals or personnel. This assessment may already be a part of the annual PET review. If so, those test results on file in the high school's Special Education records should be documented, and they may be included in the Comprehensive Assessment Summary.

A functional assessment or pre-vocational profile may follow the Comprehensive Assessment Summary to identify critical areas of functioning in school, at home and on the job. The York County Transition Project developed the Functional Assessment Profile, FAP, (Appendix 2) to evaluate the life adjustment competencies of the SLD young adult. This evaluation measures a student's all-round abilities in several life skill areas which are important for later employment and independent living: learning and comprehension, manipulative and perceptual skills, motivation, work habits, decision-making, personal attitudes, and interpersonal relationships. Among the published assessments for pre-vocational and functional life skills are the Street Survival Skills Questionnaire and the Brigance Inventory of Essential Skills.

T-PET Membership

The PET should initiate and form the T-PET at the annual PET review during the freshman year. An immediate task is identification of the T-PET members. All or some members of the PET may serve on the T-PET, along with representatives from each of the major partner organizations and any other educational or vocational specialists whose expertise is needed.

In the York County Transition Project, a Vocational Rehabilitation (VR) counselor was assigned to a school site to provide rehabilitation expertise, identify VR services, and communicate with other appropriate community-based programs. Transition planners may develop a similar position by contacting the regional Bureau of Rehabilitation in their community.

The Special Education staff should be responsible for calling a meeting of the T-PET and notifying all prospective members. All potential T-PET members, including parents, should be notified of the meeting at least 10 days in advance.

If additional meetings are necessary for organization or planning, the next T-PET session should be held within the following six weeks. If, at the first session, the T-PET members cannot agree on services or develop a transition plan and its content, they should call for one or more additional meetings.

Although some members may serve on both the PET and the T-PET, transition planning should be viewed as a supplement to, not a substitute for, the traditional PET process. Once established, the T-PET should meet at least annually for review and necessary goal, program, or membership adjustments. Because it incorporates the PET, the T-PET may, however, take responsibility for all annual review procedures under Special Education regulations.

The Individual Transition Plan

In the York County Transition Project model, the T-PET is responsible for producing an Individual Transition Plan, or ITP, which is a plan of services. The ITP outlines what services will be provided, by whom, and for what period of time.

The ITP is similar to the Individual Education Plan, or IEP, used in Special Education, the Individual Vocational Education Plan, or VIEP, used in Vocational Education, and the Individual Written Rehabilitation Plan, or IWRP, used in Vocational Rehabilitation. In the transition process, the ITP extends the Individual Education Plan to include transition services.

The ITP identifies the participant's current transition or vocation goal. The guidance counselor should hold individual counseling sessions with the student to explore career options, utilize assessment results, and identify realistic career choices. An appropriate transition goal should be the culmination of counseling.

The T-PET may also call for vocational assessment or analysis to help define or confirm the student's career goal. Vocational assessment involves testing for common skills needed in specific occupations or types of jobs. This assessment measures the SLD student's interest, aptitude, and skill level for clusters of occupations. The T-PET members should be responsible for arranging and financing a vocational evaluation.

Standardized or informal tests may be part of vocational assessment, along with behavioral observations and school record reviews. The student may also try out work skills or techniques in a simulated job setting.

With a transition or career goal set, the York County Transition Project model calls for the major partners, Vocational Education, Special Education, Vocational Rehabilitation, and Guidance, to join to detail a service plan and finalize the ITP.

As part of the IEP, the ITP incorporates each provider's goals and objectives, as well as defines which services will be given, how they will be given, and for what length of time. The ITP justifies why services are needed, describes materials that will be used, and specifies the method of monitoring transition planning. The ITP may include services such as work experience, tutorial assistance, career counseling, vocational technical training, or academic support.

The ITP also names the co-managers assigned to the student for the duration of services. The T-PET should appoint two co-managers for each ITP. One should be a member of the school system, such as a guidance counselor or special education teacher. The other should be an adult program representative, such as a VR counselor or employment trainer. The co-managers should monitor services and program performance, and coordinate further T-PET planning.

The ITP, which is a prescriptive plan, is likely to change on an annual basis. It may be prepared in outline or narrative form. The York County Transition Project developed a one-page Individual Transition Plan chart (Appendix 3) which organizes categories of services, their description, responsible agencies and staff, dates, and reasons for services.

Once written, the ITP should be amended to the student's Individual Education Plan, or IEP, and become part of his or her permanent school record.

On a regular basis, the service providers should make performance reports to the T-PET co-managers. The T-PET should set the schedule for reporting and ensure that it is adhered to by all service providers. The reporting schedule may vary on a case-by-case basis, and may be weekly, monthly, quarterly or semi-annually, depending on the procedures of participating services and agencies. However, once a reporting schedule is adopted, it should be maintained.

Under the terms of the ITP, the young adult is placed in programs or receives special services through the school system or in community-based programs. These may include programs such as Cooperative Education, the Job Training Partnership Act, Hospital Industries, or Adult Education.

As it developed its transition model, the York County Transition Project routed its students along one of three paths – pre-vocational, employment, or higher education – in order to reach a transition goal. Each component of the IEP, each service and participating agency, reflected that direction and goal.

In preparing the ITP, the T-PET should be aware that the operation of many programs varies. Admission may not be open on a year-round basis, and may be limited to weeks, months or seasons.

Tracking

The T-PET should track, or monitor, the individual's progress with the ITP and the completion of the outlined services. The York County Transition Project, using the process mandated by Public Law 94-142, adopted an annual reporting schedule.

A member of the T-PET should be reponsible for tracking. In many school systems, a Special Education or Guidance professional may hold this responsibility. For the York County Transition Project, the ITP co-managers were assigned this responsibility.

Tracking ensures that the SLD young adult is progressing and that his or her needs are being met. The tracking of individual students shows whether intervention techniques are effective. Tracking also alerts the T-PET to the need for changes in an individual's service plan. Through tracking, the planning effort becomes more responsive and adaptable as individual and program needs arise. Tracking also records the completion of program services.

When the SLD young adult graduates from high school, the role of the school system diminishes. The learning disabled young adult may no longer require transition help, or may continue to use the services of the transition partnership. Ideally, the community should maintain its support until the SLD student reaches adulthood, a career goal, and independence.

Part 2

Making the Transition

The term "transition process" refers to the steps which a person with a learning disability goes through in leaving high school and moving on to further education, work, or independent living.

The learning disabled young adult in transition leaves the security and support of the school and home where many decisions have been long made by others, and enters the community where self-reliance and independence are expected. The learning disabled young man or woman must suddenly make education, job and lifestyle choices, and know what best suits his or her talents, needs, and goals.

With careful planning and energetic teamwork, the learning disabled person can be prepared for transition. Planning should begin at least three to five years before high school graduation, when the student is about 14 years old. The transition plan must identify employment and independent living goals. The transition team must include parents, the student, teachers, special education specialists, vocational rehabilitation counselors, and other experts in learning disabilities and career services.

In Maine, the York County Transition Project, a federally funded three-year program, has paved the way for the smooth transition of learning disabled young adults. The YCTP was a joint venture by Vocational Rehabilitation and Special Education in three southwestern Maine communities. It has led to the development of a team approach to transition planning.

As a result of the YCTP, learning disabled young adults in Biddeford, Kennebunk and Sanford have an effective transition planning system which links the high schools with municipal, state, federal and private employment groups and other social service agencies.

Transition planning is a new and innovative concept. In communities outside the York County area, many may be unfamiliar with the concept, or just beginning to incorporate transition strategies in their schools and social service agencies. In these communities, families may direct their own transition by following the steps of the YCTP, and by using their own community's services and the information in this handbook.

Transition Partnership

While the transition process is complex, its foremost aims are simple: to ensure the continuation of essential services and to help the learning disabled young adult achieve an independent, productive and secure life.

The Transition Team

The Traveler: The Learning Disabled Young Adult

The learning disabled student, the person who must live with its results for years to come, must always be the primary focus of the transition process. The person with learning disabilities must be constantly encouraged to participate in the process, be consulted, and be advised of its progress and problems.

The term "learning disability," defined by federal law, PL 94-142, is a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. A learning disability may affect the ability to listen, think, speak, read, write, spell, or do mathematical calculations. Learning disorders may be given such terms as "perceptual handicap," "brain injury," "minimal brain dysfunction," "dyslexia," or "developmental aphasia."

"Learning disabled" is, admittedly, a blanket description for a group of people, each of whom has differing strengths and weaknesses, likes and dislikes, dreams and ambitions. Each transition plan, too, is different.

The learning disabled young adult ultimately has responsibility for making his or her own choices. However, parents, family, teachers, professionals, and friends must be there, along the way, to give direction, encouragement and support.

The Guides: The Parents

Parents can play a key role as guides when their learning disabled son or daughter make the transition from school to work. Just as they would for any child, parents can foster in their youngster with a learning disability a sense of autonomy and an eagerness to accept the challenges of adulthood.

Often, however, these parents must be especially creative and inventive, calling on schools, government agencies, private organizations, and other parents for assistance and advice.

As they strive to show their children all of the opportunities open to them, the parents of youngsters with learning disabilities must be informed, resourceful, assertive, and aware of their rights to appropriate services.

For some parents whose child was diagnosed as having a learning disability at a young age, the effort to secure services has been long and arduous. They have spent years monitoring their child's education and development, often working alone. Others, whose children were diagnosed at a later age or who have received no formal diagnosis but suspect a learning disability, may only now be coping with the many choices, needs, and questions which confront them.

Whether parents have a young child or a teenager with learning disabilities, there are general guidelines for getting through the transition process:

– The parents are the child's primary helpers and are experts on that child. A mother and father are the best advocates for their son or daughter.

- Parents should insist on their right to be included in all educational or vocational decisions involving their child.

- Parents should read and learn as much as they can, be aware of and use their resources, and join other parents, professionals and people with learning disabilities in advocacy organizations and advisory committees.

- Mothers and fathers should talk freely with professionals and other parents, asking for explanations if they don't understand a term or a procedure. Parents should always make their goals for their child clear.

- Parents should make certain that all efforts concerning their child are coordinated, including their own and those of schools, rehabilitation and training agencies. Each agency or program should have a case manager assigned to the child.

- Parents should keep in mind that gentle, persistent persuasion is usually more effective than anger and hostility.

- And, mothers and fathers should hear and respect their son's or daughter's point of view and involve the child in decision-making.

As the learning disabled child goes through the transition process, parents may find it helpful to keep a file, such as a loose-leaf notebook which will include this handbook. They should collect all available information on the transition process and organizations and services for disabled people in their community and throughout the country, particularly innovative training and living programs.

Included in these files should be the child's educational, medical and social histories, along with notes on conversations, conferences and meetings. Parents should keep a record of the questions they've asked and the answers they've received.

Parents should ask for copies of test results and their child's school records. This is particularly important at high school graduation because schools often destroy records after a certain number of years. The records could have long-term value and may provide the verification of learning disabilities needed for special services, such as college assistance, employment, Social Security, or vocational rehabilitation.

The transition process, for even the most determined parents, can be stressful, time-consuming and exhausting. The support of other parents keeps them buoyed.

Through the transition process, parents must be aware of their own emotions and attitudes. All parents hold expectations for their children, and the parents of learning disabled children are no exception.

As their children leave the teen years, many parents are filled with hope and anticipation. Parents need to be cautious of their own expectations, whether spoken or unspoken, and watch that they don't push their learning disabled child in a direction which only leads to failure. Other parents underestimate their son's or daughter's own judgment and maturity. They find it hard to let the teenager take charge.

Parents must be open minded and trust the special knowledge and understanding that they alone have of their child. Each child has a right to experience the risks and challenges of the road to adulthood. Parents should be there as leaders and as guides.

The Family's Ally: The School

The educational system, with its many resources and talents, is usually the parents' strongest ally in preparing the learning disabled child for what's ahead. Next to the family, the school is often the most stable, most constant element of the learning disabled child's life.

The school is often the first to characterize a child's learning disability. Because the school has a legal mandate to serve handicapped children, it is the first place where parents should turn for expertise and support.

Special Education

The law requires special education for any exceptional child whose educational progress or potential is affected by problems in vision, hearing, speech, language, cerebral or perceptual function, physical mobility, behavior, or mental development. Special education, while most often given in the schools, may encompass the home, a hospital or an institution, and includes educational diagnosis and evaluation, transportation and other support services.

When a parent, teacher or other professional suspects that a child has a learning disability, the child undergoes an evaluation, the first step in the special education process. Either the school or an independent consultant may conduct the evaluation. It may include a physical exam and a review of the child's educational, social and emotional history. The child may give handwriting, drawing, or other academic samples. The family, too, may participate.

The extent or depth of the learning disability is determined through formal assessment. Formal assessment, which completes the evaluation, may take weeks or months. Rather than wait for the results of formal testing, some schools, however, may order immediate remedial help for students, such as restructured courses or assignment to a tutor.

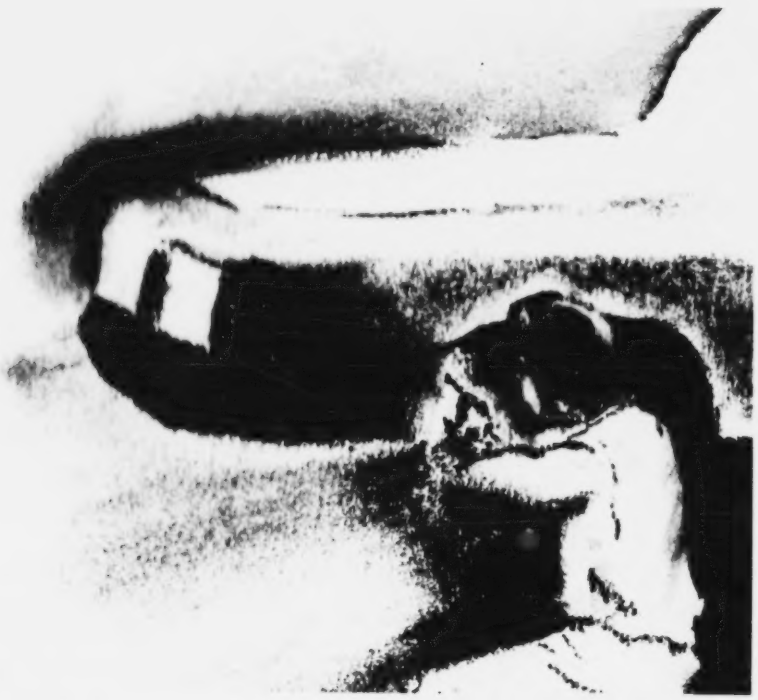
Formal assessment may require several tests, such as the Weschler Intelligence Scale for Children - Revised (WISC-R) or the Weschler Adult Intelligence Scale Revised (WAIS-R) which measure intellectual functioning and aid in diagnosis of learning disabilities, the Woodcock Johnson Psychoeducational Battery which measures both learning potential and achievement, the Peabody Picture Vocabulary Test, or other language and reading exams. Standardized perceptual motor skill and personality tests may be administered, along with informal reading, comprehension, listening, writing, math, or study skill tests.

In Maine, once diagnosis and initial formal assessment are over, the results are presented to a **Pupil Evaluation Team**, known as a PET. The PET is the decision-making group within the school system for the child's special education program. The PET's sole purpose is to help the child and protect the child's rights.

The learning disabled student's parents, principal, classroom teacher or teachers, guidance counselor, and special education representatives could comprise the PET. The student may also be a member.

Parents have a legal right to be part of the PET. They must be notified in writing of all PET meetings. Parents should participate in the PET process and get to know the PET staff and their son's or daughter's other teachers and school staff members.

The PET determines what the student needs. It recommends how to meet those needs in the least restrictive environment, that is, as close as possible to the educational program of non-handicapped children.



Individual Education Plan

An Individual Education Plan, IEP, is a written plan developed by the school district or PET, representing the most appropriate educational program for the child based on an evaluation. The IEP is a tool for building an eventually effective transition from school to independent living and work.

Parents should participate in the development of the IEP at PET meetings which center on their child. These meetings must be held at a time and place which is mutually convenient for them and the PET staff.

The IEP must contain a statement of the child's present level of educational performance. That may be academic achievement, social adaptation, pre vocational and vocational skills, sensory and motor skills, self-help skills, and speech and language skills.

A comprehensive evaluation must be the basis of the IEP, including a number of tests and an observation of the child by a learning disabilities specialist. All IEP data, including teacher and professional staff reports and personal observations, must be documented.

The law requires annual review of the IEP, but it may be revised more frequently. In addition, another review every three years assures that the child still needs special education.

All learning disabled children must have a completed and approved IEP before the beginning of each school year. Most are prepared in June.

The IEP must contain a statement of annual goals, such as "Terry will improve in gross motor skills," or "Kim's expressive language skills will increase."

Specific short-term steps for reaching general goals are included in the IEP. Short-term objectives could include, for example, "Chris will be able to write a simple sentence using a subject and a verb."

The IEP must outline specific educational and related services, such as speech and language therapy, psychological consultations, evaluations or counseling, and occupational and physical therapy, audiological, neurological or clinical evaluations. It details not only which services the student requires, but who will provide them and for what length of time.

The IEP must also explain whether the child can participate in regular educational classes, and how goals will be evaluated and progress measured.

Vocational goals are critical to the transition process. They must be in the IEP. These goals should be reviewed or revised at least once a year. They may range from pre-vocational skills, such as telling time, to experience in a work setting.

The plan of action described in the IEP is not legally binding and can be challenged by parents. The school system must carry out the IEP on its own or hire outside services to do so. Parents are encouraged to give their final okay before the school may undertake the IEP plans.

The child should be a part of the IEP process, as an active participant or well-informed observer. Parents and teachers should periodically ask the child's opinion on whether progress is taking place or whether changes must be made. Parents should continually express their support for the goals of the IEP. They should explain the IEP to their child in understandable terms and tell the child how and why it is necessary for later life. Parents should also ask the school how the family can back up the IEP's goals with home activities.

The IEP forms the basis for the transition plan. The PET process identifies long-range goals. The IEP outlines what needs to be done to reach those goals. The IEP states what skills must be learned, and which outside agencies or services are currently needed to bolster the school's efforts and which will be needed after graduation.

For more information:

Director of Special Education,
your local school district.

or

Division of Special Education, Bureau of Instruction
Department of Educational and Cultural Services
Augusta, ME 04333
Telephone (207) 289-5953

Pre-vocational Assessment/Vocational Assessment

Before entering junior high, the learning disabled child should undergo a pre-vocational assessment as part of special education. This evaluation should measure the child's all-round abilities in six life skill areas which are important for later employment and independent living: learning and comprehension, manipulative and perceptual skills, motivation, work habits, personal attitudes and interpersonal relationships.

The results of pre-vocational assessment should be incorporated into the IEP. For example, the IEP of a student who needs to improve work habits such as punctuality may call for using a watch or keeping a time log.

By high school, the learning disabled student should undergo vocational assessment. This analysis, which helps define career goals, involves testing for skills needed in specific occupations or types of jobs. The assessment shows what common skills are necessary to succeed in certain types of occupations, such as clerical jobs, and measures the student's interest, aptitude and skill level for that cluster of occupations.

Standardized or informal tests may be part of vocational assessment, along with behavioral observations and school record reviews. The student may also try out work skills or techniques in a simulated job setting.

Pre-vocational and vocational assessment are not a one-time appraisal; they should be on-going as the student matures and develops new skills and interests. The purpose of each assessment is to gather current knowledge about the student.

Vocational Education

Throughout the public school system, learning disabled students may take advantage of vocational courses to learn basic living and career skills or, during their junior or senior year of high school, enroll in a vocational center to learn a specific occupation.

Vocational courses, known as industrial arts, home economics, and general agriculture, may cover a broad range of occupations and interests and may include woodworking, metal fabrication, child care or auto repair.

Every learning disabled child should be exposed to some basic vocational skill or vocation-related courses while in school. Guidance counselors can offer advice on which courses will be most beneficial. Whether a course gives specific skills needed for one profession or introduces the student to a new range of occupational fields, it can be a useful tool later in making career decisions.

The state of Maine also has a network of regional vocational education centers offering students concentrated vocational training as well as high school academic instruction.

Maine's 15 regional vocational centers ensure that students who want no further education beyond high school have the basic skills and attitudes needed for the job market.

The regional vocational centers work closely with the community to supply students with the skills in demand by business and industry. Students may work part-time while in school, and placement services are available after graduation.

The secondary vocational education centers offer day and evening classes. Students must be at least 16 to enroll. Courses prepare students for work in such varied fields as building construction, greenhouse management, and computer repair.

The centers are:

Bath Regional Vocational Center
Biddeford Regional Vocational Center
Caribou Regional Vocational Center
Dexter Regional Vocational Center
Ellsworth Regional Vocational Center
Lewiston Regional Vocational Center
Portland Regional Vocational Center
Presque Isle Regional Vocational Center
Sanford Regional Vocational Center
Skowhegan Regional Vocational Center
Waterville Regional Vocational Center
Westbrook Regional Vocational Center
Capitol Area Regional Vocational Center in Augusta
Kenneth Foster Regional Vocational Center in Farmington
and Lake Regional Vocational Center in Naples.

Learning disabled students participating in Vocational Education have a **Vocational Individual Education Plan** in addition to an IEP. The VIEP is similar to the IEP, but it outlines a program for vocational development. The VIEP may include an overall long-term objective, such as "Jamie will be trained as a finish carpenter," to short-term objectives such as "Sandy will learn the steps in cleaning an electric typewriter."

The VIEP may call for the student to attend a vocational center full-time, or part-time while continuing in an academic program at a high school or specific learning disabilities program.

The VIEP, like the IEP, requires annual review. It should be updated periodically as the student's interests and abilities change.

Parents should be active in the VIEP process and assist their child in developing vocational skills. Here are some tips:

- Parents should create opportunities at home for their child to demonstrate the skills learned in the vocational class. Parents may assign the child to do chores or tasks which will use those skills.

- Parents should regularly discuss their child's experience in the vocational classroom.

- Mothers and fathers should visit the classroom and keep in touch with the teacher throughout their son's or daughter's vocational course.

- And, parents should make certain that their child's vocational course covers not only skill development, but the behaviors and attitudes needed on the job, such as punctuality, attention and cooperation.

For more information:

**Director of Vocational Education,
your school district**

or

**Bureau of Secondary Vocational Education
Department of Educational and Cultural Services
Augusta, ME 04333
Telephone (207) 289-5854**

The Transition Specialist: Vocational Rehabilitation

While the school system and special education do much to prepare the learning disabled student for a career, the expertise of vocational specialists is essential to the transition process.

That assistance is provided by Vocational Rehabilitation, or VR, a state agency which works with Vocational Education and Special Education in the transition process under a cooperative agreement.

Vocational Rehabilitation is part of a nationwide program funded by the federal and state governments. VR is for physically or mentally handicapped people whose disabilities create a serious obstacle to employment. People with learning disabilities are eligible for these services when their disabilities have been diagnosed as physical or mental handicaps.

The purpose of vocational rehabilitation is to help people overcome or adjust successfully to their disabilities so that they can be employed in the labor market, practice a profession, be self-employed, participate in sheltered employment, or hold other gainful employment.

Services offered under VR include evaluation of the client's disability and job attitudes, counseling to choose the right kind of work, job training, and help in finding and keeping a job.

VR's most active role usually comes after high school graduation. However, VR should be brought into the transition process early so that the school to-work transition moves expeditiously, and so that a VR counselor can establish a good working relationship with the learning disabled student.

The learning disabled student seeking employment or post-secondary services should establish contact with VR by the middle of the senior year of high school. The school guidance office, a social worker or other professional can make the referral. Applications may also be made directly to VR.

The **Bureau of Rehabilitation** in Augusta and regional VR offices process applications. VR services are open to qualified individuals; there are no age, sex, income or residency restrictions. The only qualifications are that the client have a disability which results in a substantial handicap to employment, and that there is a reasonable expectation that VR services will make the client eligible for employment.

The law requires that all applicants be seen by a counselor and be evaluated for eligibility.

As part of the VR evaluation process, applicants are given a comprehensive medical, psychological, vocational, and educational review. They are examined by a licensed physician, and in cases of mental or emotional disorders, by a licensed psychiatrist or certified psychologist. Some applicants require an extended evaluation.

If an applicant is refused VR services, the agency must outline its reasons in writing.

Once accepted for services, the client works with a counselor to develop a rehabilitation plan which can include post-secondary education, job training, job counseling, vocational training, occupational therapy and transportation. Learning disabled clients may wish to request a VR counselor who either has or is familiar with learning disabilities.

The key to the VR process is the Individual Written Rehabilitation Plan, or IWRP. VR follows this plan, which is comparable to the IEP in special education, to help the learning disabled person find a job consistent with his or her abilities. The IWRP document gives long-range and intermediate rehabilitation objectives, specifies what services will be furnished, and when they will begin and end. It details how the program will be monitored which must be at least once annually or every three months for extended evaluations.

The IWRP includes the learning disabled person's viewpoint, along with the terms and conditions for services. It specifies the guidelines that will be used to determine that the client is rehabilitated and outlines VR's plans for post-employment services.

An IWRP may include plans for counseling, guidance, physical therapy, tutoring, college or post-secondary tuition payment, and interpreter, notetaker or reader services. VR may also make home or vehicle modifications or supply adaptive aids such as tape recorders. Other services may include help in securing licenses or tools and equipment needed for employment. For those planning their own businesses, small business consulting is available.

Although VR services are generally free, some individuals are expected to contribute financially to their rehabilitation. The VR client eligible for other state or federal financial aid programs which finance rehabilitation services may be required to apply for that assistance. VR clients, however, may receive some help with basic living expenses during rehabilitation.

VR helps clients find potential employers, prepare for interviews or take advantage of outside placement resources. VR itself does not place clients in jobs.

Once in suitable employment, VR's post employment services ensure that the client can continue in the job. This is of critical importance for learning disabled young adults who too often leave a job when a problem occurs. With the help of a VR counselor, the learning disabled worker analyzes the difficulty and finds out how to prevent more problems.

The VR process can be terminated at any time if the client is determined to be rehabilitated but no longer meets eligibility requirements. Notification of closure must be made in writing. At any point in the process, whether the client is refused or is dissatisfied with services, decisions may be appealed by the client through the VR system or, if necessary, the courts.

The Client Assistance Program serves as an advocate for learning disabled recipients of VR services, offering legal help when problems can't be resolved through the VR process, as well as training in self help and advocacy.

For more information:

Bureau of Rehabilitation
32 Winthrop Street
Augusta, ME 04330
Telephone (207) 289-2266

or any regional VR office:

121 Main Street
Biddeford, ME 04005
Telephone (207) 282-6191

Lower Midtown Mall
Sanford, ME 04073
Telephone (207) 324-9472
1-800-482-7517

For more information on the Client Assistance Program:

Consumer Advocacy Program
The Advocates
P.O. Box 5341
Augusta, ME 04330
Telephone 1-800-452-1948 (voice/TDD)

Part 3

Reaching Adulthood

High school graduation is the most crucial time for the learning disabled young adult. Years of planning have at last led the young man or woman to a crossroads. The choices ahead are continuing in school, getting vocational skills, finding a job, or leaving the family and living independently.

Despite the most careful planning, not every high school graduate is ready to choose. Before entering college, some need additional time to develop academic skills or to mature emotionally. Others want to work parttime while in school. Others prefer to delay an education and concentrate on mastering full time job skills.

The transition plan must allow flexibility at this time. Whatever direction the learning disabled young adult takes, no choice need be permanent.

Education

Continuing Education

High schools, regional vocational high schools, the University of Maine system, and many colleges offer continuing education, diploma, non-diploma, or non-degree courses for adults with learning disabilities.

Adults who have not completed high school may enroll in **Adult Basic Education,** ABE, or adult literacy courses through their community school system.

ABE is individualized instruction for adults of all ages who want to improve their basic reading, writing and math skills. These classes don't qualify for a high school diploma and are for students whose reading, writing or math proficiencies are below the ninth grade level. Classes and materials are often free.

For adults, most Maine school districts administer **General Educational Development**, or GED, tests covering high school-level course topics. Those who pass the GED tests receive a high school equivalency certificate. GED candidates must be at least 18 years old. There is a small fee for the tests which encompass writing skills, social studies, science, reading and mathematics. Applicants may study for the GED on their own or take review courses through their school district.

Some school districts also offer their own high school diploma to adult students. Diploma programs are usually designed for adults and emphasize individual learning. Students may attend evening or morning classes in English, math, science, and social studies, including U.S. history. Most communities require about 45 hours of study.

Also available in some school districts is the **External Credit Option**, ECO. This planned program of home study is for those who want to finish high school but are unable to do so because of child care responsibilities, transportation problems, or work requirements. Students set their own pace for learning but meet periodically with a teacher. There is often a

minimum age for participation in the program, ranging from 18 to 20 across the state. ECO students must have achieved a minimum learning level, such as the eighth grade, and be able to work independently.

Adult Vocational Education courses are specially designed programs to upgrade or develop supplemental vocational skills used in the labor market.

Adult basic education and life skill courses in Maine are covered under the **Adult Handicapped Education Program** which requires accommodations for learning disabled people.

Recreational and life enrichment courses are open to adults in school districts across Maine. These non-credit courses are usually called **Adult Education** or **Community Education**

For learning disabled adults, these courses may offer valuable vocational, self-help and living skills. Frequently offered courses are budget management, meal preparation, job-hunting techniques, welding, upholstering, woodworking, typing, computer programming, automotive care, photography, and basic sewing. Fees are often low, and there are no prior degree, diploma or entrance examination requirements.

The **University of Maine** system and other colleges offer a number of low-cost non-credit enrichment courses. Seminars and courses range from becoming a travel agent to designing a house.

For more information:

Adult or Community Education,
your local school district

or

Recreation Department,
your city or town

or

The University of Southern Maine
Department of Community Programs
68 High Street
Portland, ME 04101
Telephone (207) 780-4045

College Prep and Non-traditional Educational Programs

Teenagers completing high school who may want to pursue a college education may need additional preparatory work before applying to colleges and universities. In New England, a handful of preparatory programs are targeted to learning disabled students.

At Husson College in Bangor, Program Achieve is a one-year college preparatory program which includes special courses in math, English composition and reading. While in this program, students can also take two three-credit college courses per semester.

For more information:

Husson College Achieve Program
1 College Circle
Bangor, ME 04401
Telephone (207) 947-1121

Brandeis University in Waltham, Massachusetts, offers a post secondary educational opportunity to help students improve basic academic skills before entering their freshman year at a regular college. Admission is selective. The curriculum includes math, English composition, grammar, study skills, science and social studies, academic counseling and tutoring. Students in the transitional year program have access to all undergraduate student services.

For more information:

Brandeis University
Sydeman 102
Waltham, MA 02154
Telephone (617) 647-2424

Lesley College in Cambridge, Massachusetts, offers its Threshold Program, a post-secondary opportunity for young adults whose learning problems have impeded the development of academic, vocational and independent living skills. The program serves highly motivated, emotionally stable students who are functioning intellectually in the low to average range. Through the two-year program which stresses vocational and social readiness, students are prepared for independent living. Threshold students do field work in one of the helping professions, such as early childhood, elderly or disabled studies. The program offers a resource center with diagnostic and remedial services, social skills training classes and elective courses in sports or the arts. Students attend weekly advisor meetings and group talk sessions.

For more information:

Lesley College
Threshold Program
29 Everett Street
Cambridge, MA 02238
Telephone (617) 491-3739

The Landmark School in Prides Crossing, Massachusetts, offers a residential and day school for learning disabled post-high school and senior students who want to go on to college. The program runs from September to June, but has an additional summer component. One-on-one tutoring and small group instruction are held daily. Classes help develop advanced language, math, typing and basic computer skills and literature evaluation.

For more information:

Landmark School
Prides Crossing, MA 01965
Telephone (617) 927-4440

Another Massachusetts program, the Riverview School in East Sandwich, offers interim post-graduate studies specifically for learning disabled young people who need an additional year of pre vocational and skills development before entering college, vocational or independent living programs. Students between the ages of 12 and 19 with identifiable learning difficulties live on campus at the co ed school. They receive skills training in a variety of community work settings. Students rotate jobs in the middle of the year in order to get more experience.

For more information:

Riverview School
Route 6A
East Sandwich, MA 02537
Telephone (617) 888-0489

College and University Programs

Colleges and universities are becoming increasingly open to learning disabled students. While some people with learning disabilities can handle regular college classes, others require accommodations, such as using tape recorders rather than taking notes, carrying fewer courses, taking untimed or oral tests, or being permitted to do special projects in place of examinations.

Learning disabled students often graduate from high school with an insufficient background in English, mathematics, science and social skills. They sometimes lack study skills and have long-term problems in reading, writing and spoken language. However, with adequate preparation, some learning disabled students may seek a college education.

Planning begins in the junior high and early high school years. High schools must include counseling as a basic part of their services to all learning disabled students. Students with aspirations for college should be given a realistic assessment of their academic potential by their school counselor.

Occasionally, as a result of success experienced in their high school programs, learning disabled students develop inflated perceptions of their cognitive abilities. High school counselors should make clear how the learning disabled student's abilities compare with those of college-bound non-learning disabled students.

Students with learning disabilities should also have information on college programs which could meet their special needs, and be given clear direction in selecting and gaining

admission to specific colleges. It's imperative that the level of support required by the student match the level of support provided by the college or university.

Parents often have the clearest sense of their child's academic competence, level of maturity, social skills and independent functioning. They should take an active role in the college decision and selection process.

Because colleges have only recently expanded their programs for learning disabled students, parents may have to direct counselors to information on such schools. Several directories are now published listing colleges and universities with learning disabilities services.

Information is also available from:

Higher Education and the Handicapped (HEATH)
1 Dupont Circle Washington, DC 20036
Telephone: 1-800-554-3284

Learning disabled students should begin to think about college by their sophomore year. Before applying to any college or university, the student and parents should investigate prospective colleges, visit campuses and meet with teachers and administrative personnel.

Although several colleges have their own special programs tailored for learning disabled students, others offer little more than referrals for outside sources of assistance.

These questions may help the family decide whether the school can meet the specific learning disability needs of the student:

- Is diagnostic testing used to generate an Individual Educational Plan (IEP) for services?
- Is the program staff trained to work with learning disabled students?
- Does the program include remedial reading, writing, spelling and mathematics help? Do remedial classes earn credits toward graduation?
- Does the college allow learning disabled students to waive certain requirements or courses such as foreign languages?
- May other courses be substituted?
- Does the program supply tutors to help students master their college courses? Are tutors trained, and are their services included in tuition?
- Does the program furnish textbooks? Are taped books available?
- Are provisions made for notetakers or for taking class notes using tape recorders?
- Can course examinations be taken in alternative ways?
- Is individual or group counseling available?

—And, must a learning disabled student carry a full credit load? Can the student take fewer courses over a longer period of time? Would that affect financial aid eligibility?

Most learning disabilities college programs admit qualified students on a first-come, first-served basis. The admission process can be lengthy. Students should make formal application to these college programs during their junior year.

Students must prepare for college interviews. Mock sessions, with the help of a parent or a school staffer, often sharpen a student's interview skills. Questions concerning the student's decision to go to college, choice of a particular school, plans for a major, academic strengths and weaknesses, and career aspirations should be practiced repeatedly. The learning disabled student should also be ready in any interview to pledge the extra time and effort needed to succeed in college.

Learning disabled students can begin to acquire the study and content skills required for college as part of their high school education.

High school teachers can give the learning disabled student college-type assignments, such as writing research or term papers, making oral reports, reading novels, preparing book reviews, and other independent projects. A learning disabled student can't be expected to take on difficult assignments in college without extensive instruction and practice in high school.

Students should also learn reading strategies and study skills, such as notetaking, outlining, proofreading and

memorization, and the use of graphs, charts, tables, diagrams, flow charts, and maps.

Early instruction in test-taking is essential. Students should learn how to organize and study for quizzes, midterms and final exams, practicing with multiple choice, essay, true-false, and CLOZE, or fill-in-the-blank tests.

Parents can work closely with their college-bound student to instill organizational skills. A student needs to work out a schedule, arrange places to study at home and at school, and work with a study partner.

Learning disabilities college programs often supply a variety of instructional aids to help students compensate for learning difficulties, such as tape recorders, recorded textbooks and lectures, word processors and typewriters. Students should become familiar with these tools while in high school.

Whether the student with college potential decides to pursue an education or go to work, many of these study and organization skills will be valuable on the job, too.

These are some of the programs in Maine adapted to learning disabled students:

The University of New England in Biddeford offers its Individual Learning Program for students identified as learning disabled. Support services include reading, writing and math workshops through the learning assistance center, individual tutoring by qualified peers, workshops on study skills, taped textbooks, computer-assisted learning,

individually administered exams, and weekly meetings with the program director. UNE, a four-year school, offers majors in physical therapy, occupational therapy, marine biology, education, and medical technology.

For more information:

Individual Learning Program
Dr. Barbara Berkovich, Director
University of New England
Biddeford, ME 04005
Telephone (207) 283-0171 ext. 242

Unity College in Unity, Maine, offers courses which lead to specialization in the fields of community recreation, conservation, wildlife biology, fish culture and forestry. Although not specifically for the learning disabled, these courses may be fitting for a student with learning disabilities.

The college does offer many services to learning disabled students through its Learning Resource Center. Services include testing and diagnosis, tutoring and skills development. Unity offers a four-week summer institute for incoming freshmen.

For more information:

Learning Resource Center
Unity College
Quaker Hill Road
Unity, ME 04988
Telephone (207) 948-3131

Husson College in Bangor, Maine, in addition to its college preparatory Achieve Program, offers diagnostic, remediation and tutoring services for learning disabled students, along with taped textbooks, notetakers, and alternative exam arrangements. The college offers business and secretarial majors.

For more information:

Husson College
1 College Circle
Bangor, ME 04401
Telephone (207) 947-1121

The University of Maine System has no program specifically for learning disabled students. However, special students may be admitted to any university campus on a conditional basis. For one year, conditional students work under the direction of academic advisors, usually with a reduced course-load. After this probationary period, conditional students may be admitted into a two-year or four-year degree program. Learning disabled students may take advantage of tutors or remedial and assistance laboratories.

For more information:

The Advising and Information Office or
Admissions Office at the
University of Maine in Orono, or
University campuses in Farmington,
Fort Kent, Machias, Presque Isle, and Augusta

or:

Advising and Information Department
University of Southern Maine
96 Falmouth Street
Portland, ME 04103
Telephone (207) 780-4141

Other New England colleges and universities offer programs for learning disabled students:

American International College in Springfield, Massachusetts, a four-year accredited college, accepts a limited number of learning disabled students to the regular college curriculum. A student must demonstrate language and intellectual capacities sufficient to meet the demands of the curriculum, despite any reading or writing difficulties. The Curtis Blake Center is the program which offers support for learning disabled students.

The college encourages close student-faculty ties and flexible hours of study. At least two hours of weekly individual tutoring with a learning disabilities specialist are available. Tutors also help make arrangements for aids such as taped textbooks, oral and untimed exams. An additional fee is charged for this service. Major courses of study include accounting, criminal justice, nursing, business administration and computer systems, and marketing, retailing, and merchandising.

For more information:

American International College
Curtis Blake Center
1000 State Street
Springfield, MA 01109
Telephone (413) 737-7000 ext. 420

Curry College in Milton, Massachusetts, is a four-year co-educational school offering majors in fine arts, business administration, nursing, communication, education, and radio and television studies. Curry's Program for Advancement of Learning serves learning disabled students. A staff of eight includes diagnostic and remediation specialists. Personal and career counseling, tutoring, special credit and non credit courses, taped textbooks, and alternative exam arrangements are available.

For more information:

Curry College
Milton MA, 02186
Telephone (617) 333-0500 ext. 250

Several other New England colleges and universities have limited special services for learning disabled students. In Massachusetts they include Amherst College, Boston College, Boston University, Bradford College, Clark University, Emerson College, Framingham State College, Northeastern University, Southeastern Massachusetts University, and the University of Massachusetts at Boston. In New Hampshire they are New England College, Notre Dame College, and

the University of New Hampshire. In Vermont, schools include Castleton State College, Johnson State College, and the University of Vermont.

For more information:

Guidance Director,
your school district

or

Public library,
your community

Educational Financial Aid

Financial help may be available for learning disabled students in the form of scholarships, grants, work study money, or loans. Parents should check with their high school guidance department, college or university, or:

Federal Student Aid Programs
U.S. Department of Education
P.O. Box 84
Washington DC 20044
Telephone (301) 984-4070

Publications

Among publications which may assist learning disabled students explore the college option are:

College and the Learning Disabled Student, by C.T. Mangrum and S.S. Strichart, published by Grune and Stratton, Orlando, Fla., 1984.

Peterson's Guide to Colleges with Programs for Learning Disabled Students, by C.T. Mangrum and S.S. Strichart, published by Peterson's Guide, Princeton, N.J., 1985.

The FCLD Guide for Parents of Children with Learning Disabilities, published by the Foundation for Children with Learning Disabilities, 1984.

Unlocking Potential, College and Other Choices for Learning Disabled People — A Step-by-Step Guide, by Barbara Scheiber and Jeanne Talpers, published by Adler & Adler Publishing Inc., Bethesda, Md., 1987.

The Vocational Option

Vocational Technical Institutes

Trade and technical schools and colleges offer excellent training in such fields as electronics, medical technology, environmental engineering, and computer programming to prepare students for the job market.

In Maine, there are six Vocational Technical Institutes, known as VTIs, which offer post-secondary students the opportunity to become skilled technicians. They are: Northern Maine Vocational Technical Institute, Presque Isle; Washington County Vocational Technical Institute, Calais; Eastern Maine Vocational Technical Institute, Bangor; Kennebec Valley Vocational Technical Institute, Fairfield; Central Maine Vocational Technical Institute, Auburn; and Southern Maine Vocational Technical Institute, South Portland.

Among the six campuses are more than 60 training programs ranging from accounting to wood harvesting. Programs include graphic arts, fire technology, boat construction, heating technology, mechanical technology, dietary technology, practical nursing, and radiology and respiratory therapy.

VTI students receive classroom, laboratory and field work in selected skill areas, along with a general education in math, science, English, business management, and other subjects.

The VTI system offers associate degrees, one-year diplomas and certificates.

VTI programs are run on a year-round basis. However, for September admission, the schools generally begin their selection of students during the preceding academic year. Students planning on fall admission to a VTI should start the application process by spring of the previous year. Application forms are distributed through high school guidance offices or may be obtained from the institutes. High school transcripts are required. Entrance requirements are flexible for some programs and sometimes can be modified to meet individual needs.

High school graduates may be admitted to an institute if they've studied the subjects required for a VTI program. Those without a high school diploma may be accepted for some courses based on their ability to benefit from them. Work experience is an asset for admission.

Evening and adult courses are offered on all VTI campuses. These courses are for those seeking additional expertise in one subject or upgrading or expanding their career opportunities.

Each VTI campus has job placement services. Resident tuition is about $800 per year, plus living costs for non-commuters. Financial assistance, work study programs, and loans are available.

Southern Maine Vocational Technical Institute, SMVTI, in South Portland, offers associate degrees in applied science, automotive technology, building construction, culinary arts, hotel and restaurant management, law enforcement, machine tooling and marine science, along with diploma and certificate programs.

The school has a study center staffed by a learning disabilities specialist. This program works with any student with a recognized academic deficiency or need. All remedial and support work is done on an individual- or small group basis. Slides, tapes, work texts, programmed workbooks, transparencies and teacher-made materials are available.

For more information:

Southern Maine Vocational Technical Institute
2 Fort Road
South Portland, Maine 04106
Telephone: (207)799-7303, etx. 264

Apprenticeships

Apprenticeships offer training in the skilled trades or crafts while providing an income. An apprentice works fulltime in a structured training program under the direct supervision of a trained worker. Apprenticeships often include courses in applied theory which may be taken at the job site, on a VTI campus, or by correspondence.

Apprenticeships normally are for a minimum of one year and require a high school diploma. In Maine, there are more than 120 occupations eligible for apprenticeships including

cook, emergency medical technologist, boat builder, jeweler, papermaker, and surveyor.

Applicants for technical or skilled jobs should ask potential employers about apprenticeships.

For more information:

Bureau of Apprenticeship and Training
U.S. Department of Labor
68 Sewall St.
Room 101 B Federal Building
Augusta ME 04330
Telephone (207) 622-8235

or

Maine State Apprenticeship and Training Council
Bureau of Labor Standards
Statehouse Station 45
State Office Building
Augusta, ME 04333
Telephone (207) 289-4307

In looking at a vocational education or apprenticeship program, here are some points to consider:

- What minimal academic skills are required for entrance?
- Does the program serve people with learning disabilities?
- Is there a coordinator of services for learning disabled students?

—Is training conducted in places that closely resemble actual job sites and conditions? Is on-the-job training part of the curriculum?

—Does the program provide training in a complete trade, or only some of the skills needed to do the job?

—Do instructors have job experience in their fields?

—Is there a placement program for employment after graduation or while the student is enrolled in the school or apprenticeship program?

—And, are credits transferable to any other institution?

Part 4

The World of Work

Learning disabled young adults have a right to be a productive part of the working world. They want to do their best and be proud of their achievements. Despite their handicaps, learning disabled people want to be self-sufficient.

The talents of learning disabled people are often underestimated; their range of abilities is vast. Parents, however, must be realistic when talking to their child about career interests, stressing the importance of exploring jobs consistent with their son's or daughter's ability level.

Preparation for work is a life-long effort. Parents can begin to instill an appreciation for work in their learning disabled child at an early age. Here are some ways parents can prepare their child for the world of work:

—Parents should tell their child that all jobs are important and that all people should strive to do as well as possible and reach the highest level they can.

—Parents should make it clear there are many aspects to work, and many career choices are open.

—Parents should show their child the jobs being done in their community and talk about which jobs seem interesting.

—Parents should encourage their child to use the public or school library to explore careers.

- As the learning disabled child reads about careers, parents should discuss what seems appealing or not appealing about specific jobs. They should point out the different levels of education and training needed for various jobs.

- When their child expresses interest in a specific job, parents should arrange for the child to visit work sites and talk to people in that line of work.

- Parents should encourage their child to talk regularly with the school's career counselor or employment placement expert.

- Parents should discuss their own jobs with their child. If practical, they should occasionally take their child on the job with them to let the child observe firsthand what work is.

- And, parents can offer to visit their youngster's school classroom to share information about their own jobs, or help other parents participate in classroom career awareness programs, making similar visits and inviting questions from students.

Part-time Work and Work Study

There are many opportunities to obtain work experience prior to leaving high school. Summer and weekend jobs or volunteer work are often excellent work experiences which employers value in looking at new workers. Part-time and

seasonal employment develop good work habits and give the learning disabled young person self-esteem. A young person who already knows something about being a responsible worker usually will be more successful in making the post-high school transition.

Work study programs in Maine are called Cooperative Education. The program is available through some Maine high schools and regional vocational centers. Cooperative education runs for one or two years, sometimes during summers, and includes on-the-job training and classroom instruction.

For more information:

Biddeford Regional Vocational Center
Maplewood Avenue
Biddeford, ME 04005
Telephone (207) 282-1501

or

Sanford Regional Vocational Center
2R Main Street
Sanford, ME 04073
Telephone (207) 324-2942

or

Guidance Director or Vocational Education Director, your high school

or

Cooperative Education Coordinator
Bureau of Vocational Education
Department of Educational and Cultural Services
Augusta ME 04333

Employment Services

Following high school graduation or the completion of a post-secondary education, the learning disabled young adult embarks on an active job search. The job seeker may rely on direction from job counselors, talk to other workers or interview potential employers to learn about available jobs in business, industry and the professions.

Guidance and counseling offices and school placement programs may direct or introduce the learning disabled young adult to the job market. A number of other employment programs, many with the cooperation of Vocational Rehabilitation, offer help and advice.

An effective transition plan paves the way for a positive job search, making contact with employment and vocational services long before high school graduation. A well-researched, job oriented transition plan includes the disabled young adult's vocational interests and abilities and eligibility for training and assistance programs.

Vocational Rehabilitation is a first stop for job assistance. VR contracts with numerous private and non profit agencies for employment training and placement for its clients. VR should be the first stop for any learning disabled job seeker.

Projects with Industry, funded by the federal Rehabilitation Services Administration, works with business and rehabilitation leaders to place disabled people in jobs in their community.

Learning disabled applicants must be referred to Projects with Industry through VR or the Veteran's Administration, after the client's vocational goals have been set.

Projects with Industry helps people assess their job potential, prepare a resume and launch an employment search. The program has placed workers in jobs as office assistants, truck drivers, dishwashers, and insurance clerks. The types of jobs vary, however, according to which industries are currently cooperating with the program.

Projects with Industry is not a training program. Clients must come into the program with job skills, although employers sometimes offer participants on-the-job training.

Projects with Industry has three branches in Maine serving Cumberland County, York County, and the tri-county Androscoggin-Oxford-Sagadahoc region. There are offices in Portland and Lewiston.

For more information:

Projects with Industry
Kim Munro, Director
197 Lancaster Street
Portland, ME 04101
Telephone 773-1830

The state's largest employment referral program is Maine Job Service, a division of the Maine Department of Labor's Bureau of Employment Security.

This federally-funded agency, part of a nationwide network, operates 18 offices throughout the state. There is no cost for services. Job Service handles more than 40,000 part-time, full-time or seasonal job openings a year.

Employers contact Job Service when they have an opening, giving a description of the position, its skill or educational requirements, and pay. With extensive use of computers, Job Service maintains a registry of people who are seeking work. The agency determines the aptitude of applicants using counseling and testing. The agency screens qualified candidates and refers them to the employer.

Often a business specifically seeks a handicapped applicant in order that it qualify for the Targeted Job Tax Credit, a federal financial incentive. Job Service helps employers find qualified disabled people.

Applicants for first-time employment may apply directly to Job Service, or may be referred to the agency through their high school guidance office or by a VR counselor. Workers laid off from their jobs must register with Job Service before receiving unemployment compensation.

For those investigating potential careers, Job Service maintains labor market information on general hiring trends and outlooks, and on the training and experience requirements and pay for various types of jobs.

For more information:

Job Service Bureau of Employment Security
220 Capitol Street
Augusta, ME 04330
Telephone (207) 289-3431

or

64 Alfred Street
Biddeford ME 04005
Telephone (207) 282-1581

or

63 Main Street
Sanford ME 04073
Telephone (207) 324-5640

The Job Training & Partnership Act, or JTPA, is a job training and experience program for out-of-work teenagers and young adults. The program is run by Private Industry Councils which include representatives of businesses, education, and state and local governments.

The JTPA has some income restrictions. Currently it isn't modified for people with learning disabilities, and it requires reading and writing skills. The program, however, has placed some youth in summer jobs who, after graduation, have gone on to full time adult programs.

The program trains people to find, obtain and maintain permanent work. It offers on-the-job training by private sector employers with a one- to six-month paid training period.

Applicants should bring proof of family income, state or federal income assistance, a Social Security card and driver's license. Learning disability testing information, such as the Woodcock-Johnson Psychoeducational Test results, are helpful in developing a training program.

After an initial screening, applicants take achievement and career tests, followed by an interview to determine past work experience, career options and barriers to employment. Placements are then arranged for eligible candidates.

For more information:

York County JOBS Training Office
64 Alfred Street
Biddeford, ME 04005
Telephone (207) 282-7543

or

259 Main Street
Sanford, ME 04073
Telephone (207) 324-0504

The Job Corps is a federal training and education program for young adults. The Job Corps offer academic studies including reading, mathematics, health, interpersonal relations, GED test preparation and driver's education.

Vocational training is available in building maintenance, business and clerical skills, culinary arts, health occupations and welding.

Job Corps candidates must be between the ages of 16 and 21, from a low income family, out of work and out of school.

Job Corps members receive free room and board in a residential center, monthly pay, a clothing allowance, and free health care. Training may run up to two years. Training facilities include the Penobscot Job Corps Center in Bangor.

For more information:

Job Corps Recruitment Training
and Development Corp.
144 Gray Road
Cumberland, ME 04021
Telephone (207) 829-6466

Hospitals and nursing homes are excellent sources of training experience and employment for qualified learning disabled young adults.

Maine Medical Center's Hospital Industries Project is a sheltered work opportunity for clients of the Maine Bureau of Rehabilitation, the Bureau of Mental Retardation and the Bureau of Mental Health.

Participants in the program become employees of a Maine or New England hospital. They are subject to the same conditions of employment as other hospital employees, and the expectations for them are similar to those for any other

worker. But, because the program is designated as a sheltered workshop, participants are paid less than the minimum wage. Jobs in food services, housekeeping, or the hospital print shop may be among those filled with workshop participants.

For clients accepted into the program, the initial step is a work adjustment of up to six months. Participants learn a skill in a real job, among a mixed population. They may remain in the program for up to one year. When they are ready for competitive employment, participants receive placement help from the Maine Bureau of Rehabilitation.

Participants may find a part-time or full-time job at competitive pay within the hospital where they trained, move to another health care facility, go on to outside employment, or remain at the hospital under a special certificate working at less than the minimum wage.

In addition to Maine Medical Center in Portland, the Mid-Maine Medical Center in Waterville, the Aroostook Medical Center in Presque Isle, the New Hampshire Hospital in Concord, N.H., and the Boston Veterans Administration Medical Center in Jamaica Plain, Mass., are part of the program.

In York County, Creative Work Systems manages the Hospital Industries Project, holding a contract to screen applicants and supervise the program.

For more information:

Creative Work Systems
Rich Petersen
13 Lund Road
Saco, ME 04072
Telephone (207) 282-4173

Parents and young adults considering a training program or work activity may want to ask these questions:

- What type of program is this?
- What are the program's focus and goals?
- How many hours a day does it operate? Does it close for part of the year?
- Who are the participants? Are other learning disabled people involved?
- Is there a waiting list? When will services be available?

- What are the entrance requirements?
- Is transportation available?
- Is the program financially subsidized by the state, federal government or a private agency?
- What is the average wage per client or participant?
- Who are the staff? Are they trained in dealing with learning disabilities?
- What accommodations are made for learning disabilities?
- And, where can a participant expect to go after completing the program?

Choosing the Right Job

Once ready for the competitive employment market, the learning disabled young adult must launch a search for the right job.

Throughout the job search, parents should offer their learning disabled son or daughter support and advice. As the young adult faces one of life's most difficult tasks, parents should share their own experiences, both successes and disappointments. They should encourage their son or daughter to be persistent and aware of the many sources for job leads, including newspapers, bulletin boards, employment agencies, and personal contacts.

Well qualified learning disabled young adults can use the same techniques as other job searchers, but they may need to take extra care to prepare a resume and to do their best in an employment interview.

Before job hunting, the learning disabled person should do a self inventory of interests and qualifications. The job searcher should prepare a formal resume or a less formal fact sheet about previous jobs, dates of work, wages, kinds of tasks, and reasons for leaving.

The learning disabled person who has difficulty reading or writing may want to ask to take home or be mailed a job application so that a parent, friend or counselor may assist in filling it out. Sometimes a resume can be substituted for an application. Learning disabled adults who can read and write should carefully answer the application or resume and use neat handwriting.

The interview is an essential part of the job application process. The applicant must allow plenty of time to get to the interview and must be on time, preferably early. While parents should coach the young person in interview techniques, the applicant must go alone to the interview.

Personal appearance, particularly at an interview, can determine immediately if an applicant has a chance at the job. Learning disabled adults must often take extra steps to look neat. A person with visual perception difficulties should be checked over by a friend before meeting with a potential employer. A job candidate may need to carry a neatly folded change of clothing in a briefcase as a safeguard, especially on rainy or snowy days.

Job hunters often wonder whether they should mention their learning disability. Talking about a handicap can take the focus away from an applicant's abilities.

If a learning disability is brought up, it should be discussed in a positive way with explanations as to how the condition will be dealt with on the job. For example, a person who cannot read or write could show how a tape recorder may be used on the job.

Before accepting any job, the learning disabled worker should be certain that it's the right one. The worker must first look at the job itself, understand all aspects of the job, analyze each step, and think about possible problems and conflicts with the learning disability.

Here are some points to consider in evaluating a job:

- What exactly is the worker expected to do?

- Does the job accommodate or conflict with the worker's learning disability? Hyperactive adults, for instance, should avoid a job that requires sitting in one place all day. Other learning disabled workers may need to avoid a job which involves memorization.

- Who is the worker's direct supervisor? What is the supervisor's personality? Is the supervisor patient and willing to accommodate the worker's handicaps? If the worker has problems following directions, will the supervisor listen while the instructions are repeated?

- What is the working environment? A person with severe visual motor problems might decide against a job in an office where desks are crowded together or which is carelessly cleaned or maintained. A person with audio perceptual handicaps may need to avoid a high level of background noise.

- And, what are the values of this company? Does it see members of the staff as individuals? Does the company tolerate non-conformity?

All job hunters should remember that no job is perfect, nor should any job be seen as locking a young adult into a lifetime career. Learning disabled workers often need time to overcome their handicaps. If the worker has studied a position thoroughly, made necessary accommodations with the employer, and is confident about being able to do the job, the worker is well on the way to a successful performance.

Part 5

Independent Living

Whether working or in school, the learning disabled young adult is likely to seek more independence. Learning disabled young adults may want to live totally on their own, or they may need some structure or supervision in their lives.

A successful transition to independence requires the adoption of new social skills. Learning disabled young adults often need to learn to read bus schedules, shop, plan menus, cook, clean, do laundry, manage money, and take responsibility for other tasks.

Parents can initiate the transition to independence early in their son's or daughter's development. Youngsters must participate in family chores as productive members of the household, learning how to shop, budget and to wake up independently at the proper time. If practical skills have been an integral and systematic part of the family's daily routine, independent living will be less disruptive and more easily accepted by the learning disabled young adult.

Parents can teach most living skills themselves. The school can supplement the parents' efforts; home economics and food preparation programs should be considered in each student's educational plan.

While growing up, the learning disabled child should get to know disabled men and women leading independent, productive lives. More and more people with handicaps of all kinds are living on their own, holding down jobs, entering every

profession, and raising families. These everyday people may be models – not superstars – for the learning disabled girl or boy.

Here are some ways parents can teach independent living skills. Parents should remember that their son or daughter usually won't do these tasks as well or as quickly as they do or other children can. They should be patient and remind themselves that although learning may be difficult, their youngster is making significant steps toward independence.

Looking Good

- Parents should encourage their young child to develop good hygiene habits by using a daily checklist or chart.

- When appropriate, parents can educate their adolescent about the use of deodorant, mouthwash, etc.

Helping Out

- Parents should assign simple household tasks to their child at an early age, increasing responsibilities as the child grows older.

- Parents should give their child a wide range of indoor and outdoor tasks, regardless of sex. For example, girls should rake leaves as well as make beds. Boys should do laundry as well as minor repairs.

Getting Around

- Parents should show their child how to use the telephone in an emergency and post important numbers near the phone.

- Parents should practice telephone etiquette, having the child call home from a neighbor's phone.

- Children should learn how to use a pay phone.

- Parents should practice money handling with their child, letting the youngster make purchases and count out correct change.

- Parents should show their child how to use public transportation by taking short trips together, even though using a car may be more convenient.

- Parents should teach their child how to read a bus or train schedule.

Having Fun

- Parents should encourage their son or daughter to develop hobbies and recreational interests, such as sports and exercise, gardening, taking care of a pet, painting, or playing a musical instrument.

- Parents can help their youngster learn about after school, weekend and summer recreational programs to make better use of leisure time.

Getting Along

Research has shown that more jobs are lost because employees lack appropriate social skills than for any other reason. Good social skills enhance a child's personal life.

- Parents should encourage their adolescent or teenager to step out of the family circle to find their own friends.

- Parents can teach their son or daughter to establish and maintain eye contact when talking or listening.

- Parents should encourage conversation and help their child develop listening and speaking skills by having family discussions about auto trips, school and work.

- Parents should encourage their child to express appreciation for compliments.

- Parents should teach their son or daughter that criticism can be helpful when given constructively. They can practice the type of criticism the young adult could encounter on the job, and help develop suitable responses.

- Parents can practice "What would you do if..." situations that teach proper behavior for home, school, church, public places, etc. They could ask, for example, "What would you do if the bus were late and you had to get to work?"

- Parents should correct inappropriate behavior by pointing out a better way, rather than labeling the behavior as right or wrong.

- Parents should help their youngster handle interpersonal conflicts by talking over what happened and why.

- Parents should keep in mind that their child has a right and a need to express sexual feelings in both physical and emotional ways. Parents should teach their child that sexuality is part of all human development and a normal aspect of growth.

While adolescence is a difficult period for everyone, extra problems emerge for disabled teens. Girls and boys need assurances that their minds and bodies are acceptable, and that their parents admire and respect their many fine qualities.

Independent Living Programs

The learning disabled young adult who is ready to leave the family must make a number of decisions. Although some people with learning disabilities may be ready to live on their own in a house or an apartment, others need more structure, such as a dormitory or group living program. Others require short-term or long-term supervision coupled with work training or instruction in independent living.

Post-high school independent living programs include structured facilities which are often school-like settings with regular supervision on a round-the-clock basis. These programs are for adults needing strict supervision and continuous support while learning how to live independently. Many of these programs are a transition from the home to a junior

college, training program or apartment-like setting. They are often in a group home which has communal living rooms, such as the kitchen, living room, and bath, and shared or single bedrooms for the residents.

Other transitional living programs provide furnished or unfurnished apartments where the learning disabled person lives alone or has a roommate and is under the supervision of a professional living elsewhere in the building. This type of program offers more independence, but often less skill training.

Satellite apartments are those in which a young adult lives alone or with a roommate as part of a semi supervised living program. Professional supervisors live at another location but make periodic visits.

There are currently few residential programs for learning disabled people in the United States. Learning disabled young adults often have to choose among programs which serve a general handicapped population. In Maine there are no programs exclusively for learning disabled adults. There are, however, some facilities in other New England states.

Chapel Haven in New Haven, Connecticut, is a residential program for young adults with learning disabilities or slow learning ability. Residents live in two or three-bedroom furnished apartments in a contemporary building which also houses the residential staff. Residents are supervised 24 hours a day. Academic instruction and remediation, daily living skill activities, personal counseling, vocational development, and job placement are included.

For more information:

Chapel Haven
1040 Whalley Avenue
New Haven, CT 06515
Telephone: (203)397-1714

The Transitional Apartment Program in Lee, Massachusetts, is a highly individualized residential program for learning or emotionally disabled young adults. It develops the skills essential for a successful transition between a highly structured program, such as a group home or special needs school, and semi- or total independent living. Residents determine their own strengths and weaknesses, build on existing skills, learn daily living and pre-vocational skills, and are given career guidance. Some residents, after two

years of training, move to a full or part-time job and independent apartment with easy access to the program's support services.

For more information:

The Transitional Apartment Program
3 & 5 Park Street
Lee, MA 02138
Telephone: (413)243-2576

Oakdale Foundation Inc., in Tyringham, Massachusetts, is a residential program serving minimally handicapped young adults who need to improve or develop independent living and or vocational skills. The program is not exclusively for the learning disabled population; it serves those with other developmental and emotional disabilities. Oakdale emphasizes age-appropriate behavior and teaches residents to take responsibility for their daily lives. Oakdale has a private home with supervised living and a less structured apartment complex. Grooming, home management and other living skills are taught on an individual basis. Residents, under the direction of staff members, also learn marketable skills at actual job sites.

For more information:

Oakdale Foundation, Inc.
Orchard House
Tyringham, MA 01264
Telephone: (413)243-1552

The Lesley College Threshold Program in Cambridge, Massachusetts, is for young adults whose learning problems have impeded the development of academic, vocational and independent living skills. Students may live on campus while learning life skills and preparing for work. The Threshold Program is a preparation for less restrictive living.

For more information:

Lesley College
Threshold Program
29 Everett Street
Cambridge, MA 02238
Telephone (617)491-3739

Any independent living program or setting must be carefully evaluated to ensure it meets the needs of the learning disabled young adult. For example, learning disabled adults who can't drive must live in a central location with access to public transportation.

Here are ways to evaluate a residential program:

- How many people live here?
- How long may a resident stay? If moved out, where can the resident go?
- Are there entry requirements?
- Is there a waiting list? When will there be an opening?

- What is the monthly cost? Is financial aid available?
- What is the staff and its ratio to residents?
- Are support services handy?
- Does the program include special training, particularly life skill and vocational training if it's intended as a transition to a less restrictive environment?
- What leisure or sports activities are open to residents?
- Does the surrounding community have transportation, educational, cultural, health, and professional resources?
- What is the living space for each resident? Are rooms shared? Is privacy maintained, and are belongings secure?
- Are residents responsible for upkeep and maintenance?
- And, is family involvement encouraged?

The staff of a living program and the family must be partners, rather than adversaries. Parents need to understand that staff members have a unique role, and their approaches to life may be different from the family's. The shared goal is an independent, productive person.

For additional information on independent living:

Centers for Independent Living
Department of Education Clearinghouse
on the Handicapped
400 Maryland Avenue, SW
Room 3016, Switzer Bldg.
Washington, DC 20202

or

Office for Independent Living for the Disabled
Intergovernmental Affairs
Department of Housing and Urban Development
451 7th Street, SW
Washington, DC 20410

Part 6

Getting Help

There are many places where the learning disabled young adult or the family may turn for help and assistance. Some offer temporary or long-term financial aid. Others provide information and emotional support.

Financial Assistance

A learning disabled college student, worker in training or employee sometimes needs financial help. Several state and federal agencies provide income assistance to learning disabled people and their families.

Social Security

Social Security is the nation's largest government sponsored support system. Monthly Social Security benefits are available to people who become severely disabled before the age of 65 and are unable to work.

People with learning disabilities may qualify for Social Security benefits if their disabilities severely affect their ability to work.

Under Social Security are Supplemental Security Income, known as SSI, and Social Security Disability Insurance, known as SSDI.

SSI is for the aged, blind and disabled, and is open to those whose learning disabilities keep them from working for 12 months. This program helps people without the money for food, rent, clothing, and other basic needs. Disabled people of any age may qualify.

SSDI helps people who have been injured on the job. In order to qualify, recipients must work for a set number of quarters, or three-month periods, in which they contributed to the Social Security system.

A parent, guardian or other responsible person can apply for Social Security assistance for a learning disabled child. An applicant should bring a Social Security card or a record of a Social Security number and a birth certificate or other proof of age to a Social Security office. Applicants also need to show their assets and living expenses, bringing receipts for rent or mortgage, taxes, food, and utility payments, along with payroll slips, bank books, insurance policies, and car registrations.

Medical records on a disability, such as the names or addresses of doctors, hospitals and clinics, social workers or institution superintendents, are also necessary.

Those who may qualify should apply even if they don't have detailed information at hand. If rejected the first time, applicants should file for an appeal. If that first appeal is also turned down, a second appeal which includes a hearing may bring more favorable results.

SSI recipients may also be eligible for Medicaid, but they may not get Aid to Families with Dependent Children.

Disabled people can return to work and still get SSI checks for two years or longer. The SSI trial work period is an excellent opportunity for a young adult to explore career possibilities without losing SSI assistance. The learning disabled person may receive benefits for up to nine months while testing work ability no matter how much a job pays.

Although employment usually results in a loss of SSI, the sense of independence and the self-esteem that result from the job often outweigh the surrender of these benefits.

For more information:

Social Security Administration
Telephone 1-800-322-9401

Five Point Shopping Center
Biddeford, ME 04005
Telephone (207) 282-5955

Medicaid and Medicare

Medicaid, the Maine Medical Assistance Program, helps low income people pay medical bills. Among those who may qualify for Medicaid are recipients of Aid to Families with Dependent Children, recipients of Supplemental Security Income, or people with handicaps, including learning disabilities.

Medicare pays the bills of doctors, dentists, hospitals, medical suppliers and other participating health professionals.

Applications may be made through any regional office of the Maine Department of Human Services.

For more information:

Maine Department of Human Services
121 Main Street
Biddeford ME 04005
Telephone: (207) 282-6191

or

Lower Mid-town Mall
Sanford ME 04073
Telephone: (207) 324-9472
1-800-482-7517

After receiving Social Security for 24 months, a learning disabled person may qualify for Medicare, a federal insurance program for hospital, doctor and other medical care.

Medicare information is available from Social Security.

Aid to Families with Dependent Children

Single-parent families or families in which the head of the household is disabled or unemployed may qualify for Aid to Families with Dependent Children, or AFDC. Eligibility requirements change frequently, but are based on income. Families with a learning disabled child may apply. Recipients may be employed, as long as their income is within certain limits.

AFDC recipients automatically qualify for Medicaid and for Food Stamps.

Food Stamps

The Food Stamp Program helps families and disabled people meet their basic food and nutritional needs. Applications may be made at the same time as Supplemental Security Income or Aid to Families with Dependent Children.

Applications may be made through any office of the Maine Department of Human Services.

Veteran's Assistance

The Veteran's Administration is another federal agency that may assist the learning disabled child or adult.

Financial aid for medical care is provided to a spouse or a child of a deceased veteran or a living veteran who has a total disability as the result of a service-related injury and who is permanently unemployable. While benefits normally end when a dependent child reaches 18, they may be continued if the child cannot be self supporting because of a mental or physical handicap that existed prior to 18.

For more information:

Decedent Affairs Office
Veteran's Administration
VA Togus ME 04330
Telephone (207) 623-8411

A second program from the Veteran's Administration funds the education of children of veterans who are 100 percent disabled as a result of a service related injury. Children must be between the ages of 18 and 26. Special attention is given to handicapped children.

For more information:

Educational Assistance Department
Veteran's Administration
VA-Togus, ME 04330
Telephone (207) 623-8411 or 1-800-452-1935

When investigating any financial assistance program, here are some questions to ask:

- What type of service does this agency offer the child or the family?
- What are the application procedures?
- What information does the agency or program need?
- Under what conditions could the child or the family lose these services?
- When will services begin, and how long will they last?
- What are the recipient's financial or reporting responsibilities?
- And, how can decisions on applications or services be appealed?

Support Organizations, Networks and Agencies

No parent need be alone in what is the difficult, time-consuming job of preparing a learning disabled child for the world of higher education, work, and independent living. Parents often feel they need to be detectives to dig for special services and resources. Or, they don't know where to start looking.

There are many sources of support and advice, from parent groups to organizations of learning disabled people, state agencies to professionals.

Parent Organizations

Local and national organizations of parents offer encouragement to each other to get the services their children need. These parents and people with learning disabilities are willing to share their failures and their victories.

When the challenge is formidable, a strong support system keeps a parent or learning disabled adult pushing ahead. People with a common interest strengthen each other.

The importance of parent groups cannot be overemphasized. Much of the progress in recognizing and accommodating learning disabilities across the nation has been largely the result of the pioneering efforts of these groups. They continue to break new ground.

Groups vary in effectiveness and activity. Some sponsor social and recreational programs to fill the void that often exists for learning disabled teenagers. Others lobby their state and federal governments for more and better services.

Here is a sampling of organizations for parents and adults with learning disabilities:

The Associations for Children and Adults with Learning Disabilities is a non-profit volunteer organization of parents, teachers, and professionals dedicated to helping children of average or above average intelligence with certain learning or perceptual disabilities. This national network supplies up-to-date information on medical and educational research on learning disabilities. Membership is open to children, teens, and adults with learning disabilities, their families and the professionals who work with them. The national organization's Youth and Adult Section deals specifically with the needs of adults with learning disabilities.

The national organization is at 4156 Library Road, Pittsburgh, PA 15234. A national hotline, 1-800-952-5746, deals with questions and problems on learning disabilities.

For more information:

Maine ACLD
c/o Dotty Gnauck
P.O. Box 394
Topsham, ME 04086
Telephone (207) 729-1552

The Orton Dyslexia Society is a local, national and international group committed to meeting the needs of people with specific language disability or developmental dyslexia. The organization has broad scientific and educational interests. It promotes the study, treatment, and prevention of problems related to these disabilities.

The national organization publishes a monthly newsletter, *Perspectives on Dyslexia*, and offers several fact-filled pamphlets to professionals and people who want to know more about dyslexia and services for dyslexics.

For more information:

Robert Manganello
8 Tuttle Road
Cumberland Center, ME 04023
Telephone (207) 829-5636

or

New England Branch
Orton Dyslexia Society/
Maine Regional Group
17 Sokokis Circle
Topsham, ME 04086

York County Parent Awareness Inc., YCPA, is an organization of parents of special needs children. This self-help group sponsors monthly support meetings, maintains a network for information and direction, and publishes a newsletter. Family life, education planning and dealing with professionals are among the topics of interest of YCPA.

For more information:

York County Parent Awareness Inc.
259 Main Street
Suite 2C
Sanford, ME 04073
Telephone (207) 324-2337

Parents of Learning Disabled Students Inc., POLDS, is a non profit group of Maine parents of learning disabled children providing educational programs, parent training, advocacy training, pre-PET counseling, and emotional support. The group's monthly meetings feature experts in education, medicine or psychology. POLDS has a lending library of books and materials of interest to parents.

For more information:

Parents of Learning Disabled Students
P.O. Box 10258
Portland, ME 04104

The Special-needs Parent Information Network, SPIN, is the Maine-based parent information center offering a variety of services to parents, parent groups, professionals, and others concerned with special needs children throughout the state.

SPIN's main purpose is giving parents of handicapped children and youth information and training to enable them to participate more effectively in educational planning for their children. SPIN trains parents to help other parents.

SPIN serves as a coordinator for other parent organizations and is a central place where parents and professionals can get information on handicapping conditions or referrals to other services and training. The group has a list of parent support groups throughout the state and publishes a quarterly newsletter on workshops, recent research, and legislation.

The group is funded by grants from public and private organizations and donations and is sponsored by the Maine Parent Federation Inc., a coalition of parent groups.

For more information:

Special-needs Parent Information Network
150 Dresden Avenue
Gardiner, ME 04345

Mailing address:
P. O. Box 2067
Augusta, ME 04330
Telephone 1-800-325-0220 (TTD services)

The Parent Information Center, based in Concord, New Hampshire, is a non-profit organization providing information, support, training and individual consultation to the parents of handicapped children and professionals. The center teaches parents how to deal with schools and professionals, tutor their children, and be effective advocates on boards and in the community. It also offers mediation services.

Available through the center's library are books and pamphlets on learning disabilities.

For more information:

Parent Information Center
P.O. Box 1422
Concord, NH 03301
Telephone (603) 224-7005

The National Network of Learning Disabled Adults serves as a central source for information about programs, service and self help groups for learning disabled adults. The network is instrumental in helping learning disabled adults locate one another in their own communities, allowing those with similar problems and experiences to share ideas and feelings.

For more information:

The National Network of Learning Disabled Adults
808 North 82nd Street, F-2
Scottsdale, AZ 85257

Legal Assistance

Despite the best efforts by parents and learning disabled young adults to secure the programs or the aid they require, legal action is sometimes necessary. When the plans in an IEP are not being met or a person with a learning disability is denied employment specifically because of a handicap, an attorney or legal advisor should be consulted.

Even if the family or a learning disabled person can afford to pay for an attorney, the search for a lawyer should begin with voluntary organizations for disabled people. These groups often know attorneys experienced in protecting the rights of the handicaps.

In Maine, Pine Tree Legal Assistance Inc. offers free and low-cost legal services.

For more information:

Pine Tree Legal Assistance
4 Milk Street
Portland, ME 04101

Mailing address:
P.O. Box 547, DTS
Portland, ME 04112
Telephone (207) 774-8211

The Volunteer Lawyers' Project is a state-wide network of lawyers who offer free legal help for income-eligible families across Maine. The Project frequently handles special education problems.

For more information:

The Volunteer Lawyers' Project
P.O. Box 547 DTS
Portland, ME 04112
Telephone (207) 774-4348 or 1-800-442-4293

Cumberland Legal Aid Clinic provides legal assistance for residents of Cumberland and northern York counties. Applicants must meet income guidelines.

For more information:

Cumberland Legal Aid Clinic
246 Deering Avenue
Portland, ME 04102
Telephone (207) 780-4570

State Agencies

No single state agency is responsible for serving the learning disabled population. Several offer services for children and adults. These agencies monitor or work together with county, city or town services. In addition to providing information to parents, many have advisory boards and committees through which the public and consumers can be actively involved in planning and overseeing services for learning disabled children and adults.

The Bureau of Rehabilitation is a division of the Maine Department of Human Services. This office, which administers

Vocational Rehabilitation, helps people with handicaps, including learning disabilities, secure jobs, paychecks, and self respect. The Bureau counsels job seekers and sponsors some training programs. As people move into the workforce, the Bureau offers follow-up assistance.

For more information:

Maine Bureau of Rehabilitation
32 Winthrop Street
Augusta ME 04330
Telephone (207) 289-2266

The Division of Special Education in the Maine Department of Educational and Cultural Services is responsible for overseeing special education programs in school districts across the state.

For more information:

Division of Special Education
Maine Department of Educational and Cultural Services
Richard Bartlett, Director
Statehouse Station 23
Augusta, ME 04333
Telephone (207) 289-5955

The Bureau of Vocational Education in the Maine Department of Educational and Cultural Services oversees the regional vocational schools throughout Maine.

For more information:

Bureau of Vocational Education
Department of Educational and Cultural Services
Joseph Lessard, Consultant for Handicapped Services
Statehouse Station 23
Augusta, ME 04333
Telephone (207) 289-5854

Advocates for the Developmentally Disabled, ADD, is part of the Maine Planning and Advisory Council on Developmental Disabilities. The agency is the official legal advocacy group for learning disabled people in Maine. ADD works with groups of parents explaining their rights and sponsoring training sessions on how to advocate for children in the public school system.

For more information:

Advocates for the Developmentally Disabled
2 Milliken Court
Augusta, ME 04333
Telephone 1-800-452-1948

Library Services for the Handicapped is a program of the Maine State Library, providing recreational talking books on cassettes and records, and tape and record players. The program is a clearinghouse for national and regional library services.

Professional Assistance

Education, health and social service professionals work with parents to achieve the best possible quality of life for disabled children. Teachers, physicians, psychologists, social workers, and learning disabilities specialists can offer parents advice and understanding.

Parents and professionals should work as a team. While professionals may have years of training and experience in learning disabilities, parents should remember that they know their child best and that knowledge should be respected.

For more information:

Guidance Director,
your school district

Special Education Director,
your local school district

Sources of Information

Advocates for the Developmentally Disabled
2 Milliken Court, Augusta, ME 04330
Telephone (207) 289-5755

American International College
1000 State St., Springfield, MA 01109
Mary M. Saltus, Coordinator of Supportive Learning Services.
Telephone (413) 737-7000, ext. 430

Associations for Children and Adults with Learning Disabilities
416 Library Road, Pittsburgh, PA., 15234
Maine ACLD, P.O. Box 394, Topsham, ME 04086
Telephone (207) 729-1552

Brandeis University, Transitional Year Program
Sydeman 102, Waltham, MA 02154
Thompson F. Williams Jr., Director
Telephone (617) 647-2424

Bureau of Rehabilitation
32 Winthrop St., Augusta, ME 04330
Telephone (207) 289-2266

Regional offices:
121 Main St., Biddeford, ME 04005
Telephone (207) 282-6191

Lower Midtown Mall
Sanford, ME 04073
Telephone (207) 324-9472 or 1-800-482-7517

Chapel Haven
1040 Whalley Ave., New Haven, CT 06515
Telephone (203) 397-1714

Consumer Advocacy Program
The Advocates, P.O. Box 5341, Augusta, ME 04330
Telephone 1-800-452-1948 (voice/TDD)

Creative Work Systems, Hospital Industries
13 Lund Road, Saco, ME 04072
Rich Petersen, Director
Telephone (207) 282-4173

Cumberland Legal Aid Clinic
246 Deering Ave., Portland, ME 04102
Telephone (207) 780-4570

Curry College
Milton, MA 02186
Dr. Gertrude M. Webb, Director of the Learning Center
Telephone (617) 333-0500, ext. 250

Higher Education and the Handicapped, HEATH
1 Dupont Circle, Washington, DC 20036
Telephone 1-800-554-3284

Husson College, Program Achieve
One College Circle, Bangor, ME 04401
Telephone (207) 947-1121

Job Corps, Training & Development Corp.
144 Gray Road, Cumberland, ME 04021
David Jenny, Recruitment and Placement Specialist
Telephone (207) 829-6466

Landmark School
Prides Crossing, MA 01965
Telephone (617) 927-4440

Lesley College, Threshold Program
29 Everett St., Cambridge, MA 02238
Dr. Arlyn Roffman, Director
Telephone (617) 491-3739

Library Services for the Handicapped
Maine State Library, Station 64, Augusta, ME 04333
Telephone 1-800-452-8793

Maine Department of Educational and Cultural Services
Statehouse Station 23, Augusta, ME 04333
Telephone (207) 289-5800

Bureaus and divisions:

Adult and Community Education
289-5872

Vocational Education
Joseph Lessard, Consultant for Handicapped Services
289-5854

Postsecondary Vocational Education
289-5880

Instruction
289-5953

Special Education
Richard Bartlett, Consultant for Exceptional Children
289-5955

Maine Department of Human Services
221 State St., Augusta, ME 04330
Telephone 1-800-321-5557

Regional offices:

121 Main St., Biddeford, ME 04005
Telephone (207) 282-6191

Lower Mid-town Mall, Sanford, ME 04073
Telephone (207) 324-9472 or 1-800-482-7517

Maine Job Service, Bureau of Employment Security
220 Capitol St., Augusta, ME 04330
Telephone (207) 289-3431

Regional offices:

64 Alfred St., Biddeford, ME 04005
Telephone (207) 282-1581

63 Main St., Sanford ME 04073
Telephone (207) 324-5640

Maine State Apprenticeship and Training Council
Bureau of Labor Standards, Statehouse Station 45
State Office Building, Augusta, ME 04333
Telephone (207) 289-4307

National Network of Learning Disabled Adults
808 North 82nd St., F-2, Scottsdale, AZ 85257

Oakdale Foundation Inc.
Orchard House, Tyringham, MA 01264
Telephone (413) 243-1552

Orton Dyslexia Society, New England Chapter
NEBODS, Maine Regional Group
17 Sokokis Circle, Topsham, ME 04086
Telephone (207) 729-0811

Parent Information Center
P.O. Box 1422, Concord, NH 03301
Telephone (603) 224-7005

Parents of Learning Disabled Students, POLDS
P.O. Box 10258, Portland, ME 04104

Pine Tree Legal Assistance Inc.
P.O. 547 DTS, Portland, ME 04112
Office: 4 Milk St., Portland 04101
Telephone (207) 774-8211

Projects with Industry
197 Lancaster St., Portland, ME 04101
Kim Munro, Director
Telephone (207) 773-1830

Riverview School
Route 6A, East Sandwich, MA 02537
Telephone (617) 888-0489

Social Security Administration
Telephone 1-800-332-9401

Regional office:
Five Points Shopping Center, Biddeford, ME 04005
Telephone (207) 282-5955

Southern Maine Vocational Technical Institute
2 Fort Road, South Portland, ME 04106
Gail Christiansen, Learning Disabilities Specialist
Telephone (207) 799-7303 ext. 264

Special-needs Parents Information Network, SPIN
P.O. Box 2067, Augusta, ME 04330
Telephone 1-800-325-0220

Transitional Apartment Program
3rd & 5th St., P.O. Box 387, Lee, MA 02138
Telephone (413) 243-2576

U.S. Department of Education
Clearinghouse on the Handicapped
Centers for Independent Living
400 Maryland Ave., SW
Room 3106 Switzer Building
Washington, DC 20202

Federal Student Aid Programs
P.O. Box 84, Washington DC 20044
Telephone (301) 984-4070

U.S. Department of Housing and Urban Development
Office for Independent Living for the Disabled
451 7th St., SW, Washington, DC 20410

U.S. Department of Labor
Bureau of Apprenticeship and Training
68 Sewall Street
Room 101 B, Federal Building
Augusta ME 04330
Telephone (207) 622-8235

Unity College, Learning Resource Center
Quaker Hill Road, Unity, ME, 04988
James J. Horan, Director
Telephone (207) 948-3131

University of New England
Biddeford, ME 04005
Dr. Barbara Berkovich, Director
Individual Learning Program
Telephone (207) 283-0171, ext. 242

University of Southern Maine
Department of Community Programs
68 High St., Portland, ME 04101
Telephone (207) 780-4045

Advising and Information, and Director of Admissions
96 Falmouth St., Portland, ME 04013
Telephone 780-4141

Veteran's Administration
VA-Togus ME 04330

Income assistance:
Decedent Affairs Office

Educational assistance:
Educational Assistance Department
Telephone (207) 623-8411

Volunteer Lawyers' Project
P.O. Box 547 DTS, Portland, ME 04112
Telephone (207) 774-4348 or 1-800-442-4293

York County JOBS Training Office
64 Alfred St., Biddeford, ME 04005
Telephone (207) 282-7543

259 Main St., Sanford, ME 04073
Telephone (207) 324-0504

York County Parent Awareness Inc.
259 Main St., Sanford, ME 04073
Telephone (207) 324-2337

Publications

Early Adolescence to Early Adulthood, Vol. 5, The Best of ACLD
Edited by William M. Cruickshank and Joanne Marie Kliebhan, 1984. Syracuse University Press. Order from ACLD, 4156 Library Road, Pittsburgh, PA 15234. Collected papers of ACALD 1983 conference on learning disabled teenagers and young adults. Includes independent living, social and emotional development, coping skills, study techniques, employment, and assessment.

Effective Transition from School to Work and Adult Services: A Procedural Handbook for Parents and Tea hers
By John McDonnel, Martin Sheehan and Barbara Wilcox, University of Oregon, 1983. From U.S. Department of Edu ation, Washington, DC.

Helping the L- -ning Disabled Student
Edited by Marlin R. Schmidt and Hazel Z. Sprandel, 1982. New Directions for Student Services, Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104. How to provide services for learning disabled people on college campuses.

Learning Disabilities:
The Struggle from Adolescence Toward Adulthood
By William M. Cruickshank, William C. Morse, and Jeannie S. Johns, 1980. Syracuse University Press, Syracuse, NY 13210. Includes transcripts of interviews with learning disabled adults.

What Color is Your Parachute? -
A Practical Manual for Job Hunters and Career Changers
By Richard Nelson Bolles. Ten Speed Press, Box 7123, Berkeley, CA 94707. Popular book, revised annually, describes a new technique of job hunting which includes researching a field of interest and interviewing potential employers. Method may be adapted to almost all learning disabilities.

What Do You Do After High School? (1986-1987 Edition)
By Regina Skyer and Gilbert Skyer. Skyer Consultation Center, Rockaway Park, NY 11694. Nationwide guide to collegiate, counseling, residential, social, and vocational programs serving the adolescent, young adult, and adult with learning disabilities.

Appendix 1

Learning Disabilities Assessment Summary

_____
Person Completing Form

_____
Title

_____ _____
Date Tel. No.

School

- ☐ Biddeford
- ☐ SAD 71
- ☐ Sanford
- ☐ South Portland
- ☐ Windham

York County Transition Project
"Improving the Post-Seconday Education and Employability of Learning Disabled Students," Human Services Development Institute, Center for Research and Advanced Study, University of Southern Maine, April, 1985

STUDENT ID INFORMATION

Student Name: _____

Student Address: _____

Home Telephone: _____ Work Telephone: _____

DEMOGRAPHIC PROFILE

1. School

☐ Biddeford ☐ Sanford
☐ SAD 71 ☐ South Portland

2. Grade Level (check highest level)

☐ Sophomore ☐ Graduate
☐ Junior ☐ Other (Specify)
☐ Senior _____
☐ Drop Out _____

3. If drop out, date ___/___/___
mo da yr

4. If graduate, date ___/___/___
mo da yr

5. Date of Birth ___/___/___
mo da yr

6. Sex ☐ Male ☐ Female

7. Ethnic Background

☐ White ☐ Amercian Indian
☐ Black ☐ Franco-American
☐ Hispanic ☐ Not known
☐ Asian

8. Lives with:

☐ Parents/Step-parents/ Foster Parents
☐ Independent/Self
☐ Other Family
☐ Other Non-Family

9. Number of Siblings: _____

10. Sibling Order: _____

INTELLIGENCE TEST RESULTS (Provide the results for the MOST CURRENT test.)

Test (Check one)

☐ WAIS
☐ WISC-R
☐ Slossen
☐ Other (Specify) _____

Date administered ___/___/___
mo da yr

Test administered by:

☐ Licensed Psychologist
☐ Psychological Examiner
☐ Guidance Counselor
☐ Special Education Teacher
☐ Other (Specify) _____

TESTS/ SUBTESTS	SCORE	PERCENTILE	TESTS/ SUBTESTS	SCORE	PERCENTILE
Full Scale			Vocabulary		
Verbal			Digit Symbol		
Performance			Picture		
Information			Completion		
Comprehension			Block Design		
Arithmetic			Picture		
Similarities			Arrangement		
Coding			Object Assembly		
Digit Span			Mazes		

INDIVIDUAL DIAGNOSTIC TEST (Provide the test results for the MOST CURRENT tests.)

(Name of Test)	(Date Administered)	Score (Percentage/Grade Level)
☐ Woodcock Johnson	/ /	
☐ Psychoeducational	/ /	
☐ Battery	/ /	
☐ VADS	/ /	
☐ Detroit	/ /	
☐ SLDT	/ /	
☐ VMI	/ /	
☐ Other (Specify) _____	/ /	

INDIVIDUAL ACHIEVEMENT TEST (Provide the results for the MOST CURRENT tests.)

(Name of Test)	(Date Adminstered)	
☐ Key Math	/ /	Reading (G.L.) _____
☐ WRAT	/ /	Spelling (G.L.) _____
☐ PIAT	/ /	Math (G.L.) _____
☐ Woodcock Reading	/ /	Written Expression (G.L.) _____
☐ TOWL	/ /	
☐ Other (Specify) _____	/ /	

LEARNING DISABILITY CHARACTERISTICS (Check as many as apply.)

- ☐ Reading/Dyslexia
- ☐ Math/Discalculia
- ☐ Writing/Dysgraphia
- ☐ Auditory Discrimination
- ☐ Auditory Figure-Ground Perception
- ☐ Auditory Sequential Memory
- ☐ Visual Discrimination
- ☐ Visual Figure-Ground Perception
- ☐ Visual Sequential Memory
- ☐ Depth Perception
- ☐ Spatial Perception
- ☐ Gross Motor Skills
- ☐ Fine Motor Skills
- ☐ Visual Motor
- ☐ Auditory Motor
- ☐ Hyperactivity
- ☐ Impulsivity
- ☐ Disinhibition
- ☐ Perseveration
- ☐ Short-term Memory
- ☐ Long-term Memory
- ☐ Attentional Deficit
- ☐ Other (Specify) _____

MEDICAL PROBLEMS

- ☐ Allergies
- ☐ Asthma
- ☐ Seizures
- ☐ Frequent/severe headaches
- ☐ Fainting or passing out
- ☐ Excessive tension or anxiety
- ☐ Poor balance
- ☐ Other (Specify) _____

SOCIAL/EMOTIONAL CONCERNS

- ☐ Low frustration tolerance level
- ☐ Need for immediate gratification
- ☐ Poor impulse control
- ☐ Poor group relationships
- ☐ Socially bold and aggressive
- ☐ Poor social judgment
- ☐ Other (Specify) _____

PREVOCATIONAL/VOCATIONAL ASSESSMENT

Name of test or procedure _____

Date administered or completed _____/_____/_____
mo da yr

Administered by or at _____

EDUCATIONAL PROGRAM (For CURRENT school year)

- ☐ Resource Room (Support service)
- ☐ Resource Room (Direct instruction)
- ☐ Mainstream (Consultation to teacher)
- ☐ Secondary Vocational Education
- ☐ Mainstream (Monitor student progress)
- ☐ Adult Basic Education
- ☐ Post-secondary
- ☐ Other (Specify) _____

VOCATIONAL PROGRAM/RELATED SERVICES

	Service Provider			
VOCATIONAL PROGRAM	Special Education	Vocational Education	Vocational Rehabilitation	Other (Specify)
Functional Life Activities				
Practical Life/Independent Skills				
Pre-vocational Training				
Work Adjustment Training				
Specific Vocational Skill Teaching				
Job Placement				
Post-secondary Vocational Training				
Career/Vocational Counseling				
Co-op Education				
RELATED SERVICES				
Personal and Family Counseling				
Neuropsychological Testing				
Occupational Therapy				
Physical Therapy				
Speech/Language Therapy				
Vision Services/Aids				
Hearing Services/Aids				
Social Services				
Other (Specify)				

EMPLOYMENT HISTORY

1. For how many months in the past year was each of these a main activity?
   **Sum must equal 12 months.

   ____ Employed
   ____ Looking for work
   ____ Attending school/training
   ____ Unable to work for medical reasons
   ____ Other (Specify) _____

2. How many paid jobs have you held in the past year? _____

   (If none, skip the rest of the Employment History.)

3. Are you currently employed?

   ☐ Yes ☐ No ☐ Seasonal

   If yes, complete the following information about your current job.

4. Job Title *
- ☐ Sales
- ☐ Clerical/Secretarial
- ☐ Craft
- ☐ Operative
- ☐ Transport Equipment Operatives
- ☐ Laborer, except farm
- ☐ Farming, forestry and fishing
- ☐ Service Worker
- ☐ Private Household Worker
- ☐ Other (Specify) _____

5. Wage Rate $_____ per

- ☐ Hour
- ☐ Day
- ☐ Week
- ☐ Every two weeks
- ☐ Twice a month
- ☐ Monthy
- ☐ Yearly

6. Hours worked each week _____

7. Family Annual Income (optional)

- ☐ 0-4,999
- ☐ 5,000-9,999
- ☐ 10,000-19,999
- ☐ 20,000-34,999
- ☐ 35,000-49,999
- ☐ 50,000 or more
- ☐ Not known

***Job Title**

Sales (retail sales clerk, wholesale representative, etc.)
Clerical/Secretarial (teller, cashier receptionist, typist, etc.)
Craft (carpenter, electrician, painter, machinist, baker, etc.)
Operative (assembler, garage worker, gas station attendant, machine operator, etc.)
Transport Equipment Operatives (bus, truck, or taxi driver, delivery worker, etc.)
Laborer, except farmer (construction, freight and material handler, groundskeeper, etc.)
Farming, forestry and fishing (laborers and operators)
Service Worker (cleaning service worker, food service, guard, health and nursing aides, etc.)
Private Household Worker (child care, cleaners and servants)
Other (Specify) _____

Summary Statement of the vocational implications (including strengths and weaknesses) based on all available information.

Appendix 2

FUNCTIONAL ASSESSMENT PROFILE

Person Completing Form

Title

Date

Tel. No.

School

- ☐ Biddeford
- ☐ SAD 71
- ☐ Sanford
- ☐ South Portland
- ☐ Windham

York County Transition Project
"Improving the Post-Seconday Education and Employability of Learning Disabled Students," Human Services Development Institute, Center for Research and Advanced Study, University of Southern Maine, April, 1985

FUNCTIONAL ASSESSMENT PROFILE

PROBLEM-SOLVING

1. What do you see as the biggest problem in your present life?
2. How did this problem come about?
3. How are you dealing with the problem?
4. Have you ever considered seeking professional help with the problem?

INTERPERSONAL RELATIONSHIPS

1. How do you get aloing with other family members?
2. Can you describe your relationship with your mother? Father? Brother? Wife? Children?
3. Do you belong to any clubs? Organizations? Religious groups?
4. Do you have a best friend? Girl/boy friend? Can you tell me about your relationship with this person?
5. How do you resolve disagreements with other people?
6. Who is the most important person in your life now other than yourself?
7. Do you find it easy to talk to other people?
8. Do you make friends easily?

COMMUNICATION

1. Do you have a problem in communicating? What is it?
2. How do you feel about it?
3. Have you had any jobs in the past where your disability presented some problems? No problems?
4. Are there certain situations where your disability becomes more of a problem? When does this happen?
5. Can you communicate through telephone, letter, TTY, or is all communication done face-to-face?
6. Can you follow verbal directions?
7. Can you follow written directions?

SELF-CARE

1. How do you take care of yourself? Your apartment or home? Your budget?
2. How do you handle food-shopping, cooking, diet, errands?
3. What things must be done for you?
4. Do you ask for assistance when needed?
5. How do you get help when you need it?
6. Are there any tasks currently done by others that you might do yourself? With assistance?
7. Are there any aspects of caring for yourself (family, home) that are not being done at all? If so, what?
8. Must you follow any special safety precautions?
9. Are there any circumstances or conditions that make self-care more difficult for you?
10. Do you take prescribed medication regularly? Have regular check-ups when needed?

OBJECT MANIPULATION

1. Are the following tasks achievable? Pulling on garments, buttoning, zipping, buckling, bathing, shaving, combing, brushing, opening and closing doors, drawers and windows?
2. Can you use such common implements as a fork, knife, pencil, screwdriver, and a hammer?
3. Can you show me how you would use scissors, pencil, ruler, book and paper clip?
4. Can you operate mechanical equipment such as telephone, alarm clock, typewriter, tape recorder, power tools, office machines and automobile?
5. Do any of your pasttimes require manual activities? Would you describe what you do and how?

MOBILITY

1. How did you get to the office today?
2. How do you usually get to shopping, recreation, church, medical care, other regular activities? Are there occasions when you are unable to travel or experience difficulty in travel for these purposes?

3. Do you remain at home because of particular travel problems?
4. Do you ever travel to a nearby major city? Out of state? Could you describe how these trips went? Or why you don't take these trips?
5. How would you arrange to take the bus to and from work?

TIME MANAGEMENT

1. What is your daily/weekly routine?
2. How many hours of sleep/rest do you require a day?
3. Are you late getting to and from places?
4. Do you ever forget parts or all of your schedule?
5. How much time can you spend on work/training per day?
6. Do you lose track of time?
7. Do you feel your needs are not met because of time spent on other activities?
8. How do you manage your leisure time?
9. Do you feel you don't have enough time to do what you want?

ENERGY RESERVES

1. How do you spend your time?
2. What is a typical day like for you?
3. When do you get the most accomplished?
4. What do you accomplish?
5. At what times or under what circumstances do you have too little (or too much) energy?
6. What happens when you get tired? (Get "wound up"?)

SELF-DIRECTION

1. Have you ever set a goal for yourself and reached it?
2. If someone were to ask you what you were most proud of accomplishing, what would it be?
3. Is this something you got for yourself or did someone else get it for you?
4. When you want something, do you go after it?
5. What usually stops you?
6. What have you learned about what is important to you in life?
7. How do you go about getting it?

WORK

1. Describe the duties and responsibilities you had at your last job.
2. What skills can you offer an employer?
3. Are there any areas in which you think you need more training?
4. How did you get your previous job?
5. In general, how did you get along with your supervisor? Co-workers?
6. Have you ever been told that you have any particular problems on the job?
7. Have you ever had an accident at work?
8. Are you usually on time in the morning and coming back from lunch?
9. How would your supervisor describe your work behavior, attitude, etc.

FUNCTIONAL ASSESSMENT PROFILE GRID

Participant's Name _____

Evaluator _____ _____ Date _____
Name Date

FUNCTIONAL AREA	DESCRIPTION	DEGREE OF LIMITATION				COMPENSATION				COMMENTS OR COMPENSATION TO BE CONSIDERED
		ASSET	NO LIMITATION	MINOR LIMITATION	MAJOR LIMITATION	COMPENSATED FULLY	COMPENSATED PARTIALLY	NO COMPENSATION NOW	NO POSSIBLE COMPENSATION	
1. PROBLEM-SOLVING										
2. INTERPERSONAL RELATIONSHIPS										
3. COMMUNICATION										
4. SELF-CARE										
5. OBJECT MANIPULATION										
6. MOBILITY										
7. TIME MANAGEMENT										
8. ENERGY RESERVES										
9. SELF-DIRECTION										
10. WORK										

Massachusetts Rehabilitation Commission, 1978

(1) Problem-solving
- A. Memory
- B. Attention
- C. Reasoning
- D. Application

(2) Interpersonal Relationship
- A. Family - describe relationship
- B. Clubs, organizations, religious group
- C. Friends, boy/girl friend, best friend, others
- D. How does person resolve disagree ments?
- E. Who is most important in life other than self?
- F. Can/cannot talk easily to other people
- G. Makes/does not make friends easily

(3) Communication
- A. Ability to receive (listen)
- B. Ability to speak
- C. Ability to correspond through writing
- D. Ability to read

(4) Self-Care
- A. Handling money
- B. Shopping, cooking, errands, diet
- C. What can't you do for yourself?
- D. Is assistance requested when needed?

(5) Object Manipulation
- A. Can person dress and groom him/herself?
- B. Can person open/close doors, windows and drawers?
- C. Handles common implements, i.e., knife, fork, spoon, screw driver, pencil, etc.
- D. Operates equipment, i.e., tele phone, alarm clock, typewriter, tape recorder, power tools, office machines and automobiles

(6) Mobility
- A. Can person walk, run or climb stairs?
- B. Can person take public trans portation, i.e., bus, train, sub way?
- C. Can person find an address in a given location?

(7) Time Management
- A. Daily routine AM-PM
- B. Hours of sleep required
- C. Time structured/non-structured

(8) Energy Reserves
- A. How do you spend time?
- B. When do you accomplish the most?
- C. What do you accomplish?
- D. Are there many instances of too little or too much energy?
- E. What happens when you get tired?

(9) Self-Direction
- A. Values – What is important?
- B. Goals – e.g., job, house, etc.
- C. Plans step-by-step toward goals
- D. Action on plans

(10) Work
- A. Work habits, e.g., punctuality, follow-through on tasks to com pletion in reasonable amount of time
- B. Getting along with others, e.g., co-workers, subordinates
- C. Specific skills
- D. How person gets jobs
- E. How lost jobs
- F. Drinking with co-workers
- G. How would supervisor describe you?

Appendix 3

INDIVIDUAL TRANSITION PLAN

Name: _____ Date of Meeting _____ Date of Birth _____

Student's Transition Goal _____ ITP Manager _____

Transition Service Category	Description of Services	Responsible Agency/Persons	Services to Begin By	Duration of Service	Reason for Service
Pre-Vocational/ Vocational					
Employment Training					
Post-secondary Training					
Independent Living					

York County Transition Project 1/86

About the
Center for Research and Advanced Study
Robert J. Goettel, Director

Created by the Legislature and opened in 1972, the Center is an applied research and management organization engaged in the study of issues of substantial interest in the state, the region and the nation. Its objectives are to:

- provide state, regional and national agencies with a core of highly qualified research staff for the study of problems facing government and business;
- connect the needs of government and business with University-based resources;
- attract funds from government agencies, foundations and the private sector to support theoretical and applied research.

Staff and associated faculty of the Center come from a wide range of research and practitioner roles in government, business, not-for-profit institutions, research and development organizations, and university appointments. Academic fields in which the Center staff have been trained include economics, sociology, psychology, political science, business administration, public administration, law, education, health, social work, communications and counseling.

The **Human Services Development Institute** (HSDI) is concerned with issues of health care policy and finance; of children, youth and family policy; and of policy and programs serving an aging population and the handicapped. Institute staff conduct studies regarding the costs and quality of medical services, particularly in long-term care facilities, and of health insurance coverage of low income citizens. The Institute operates the National Child Welfare Resource Center for Management and Administration for the Federal Department of Health and Human Services, and conducts studies of special needs adoptions, teen suicides and child neglect. Other Institute projects concern the development and evaluation of innovative approaches to providing transitional services to handicapped youth, the early identification of mental health problems in high-risk infants, and reducing cases of driving under the influence of alcohol.

The Center for Research and Advanced Study includes three other institutes.

Marine Law Institute: coastal and ocean resource law and policy; the use of scientific knowledge in marine law; issues affecting the resources of the Gulf of Maine.

New Enterprise Institute: applied research activities directed at supporting local, regional and state economic development strategies, entrepreneurship and technological innovation.

Small Business Development Center: assistance to small businesses and entrepreneurs through counseling, training and information services.

Approximately 70 percent of the $3 million of external support comes from federal agencies including the National Science Foundation, the Office of Human Development Services, the Health Care Financing Administration, the National Oceanic and Atmospheric Administration, the National Endowment for the Arts, the Department of Education, the Small Business Administration and the Economic Development Administration. Center staff are currently involved in projects that take them into 50 states. Almost two-thirds of external support is devoted to research studies. The remainder supports technical assistance to agencies and business enterprises and to management training programs.

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133